

A NEW COLLECTION OF CHURCH MUSIC,

CONTAINING THE LATEST COMPOSITIONS OF

## WM. B. BRADBURY.

ED. CD BY

CHESTER G. ALLEN AND WILLIAM F SHERWIN

## NEW YORK:

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# THE UCTORY:

A NICOLLECTION OF

# SACRED ANDSECULAR MUSIC,

COMPTS A GREAT VARIETY OF

Tunes, Anthems, Hlees, ementary Fxercises und Social Songs,

TABLE FOR USE IN

THE CHOIR, THE SINGIN SCHOOL AND THE SOCIAL CIRCLE,

AND INCLIG THE LATEST COMPOSITIONS OF

WILLIA B. BRADBURY.

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## PREFCE.

In accordance with established eustom, the Editors of "The Victory" respectfix for their work the candid consideration of those who are in any degree interested in Church and Home Music.

They do not elaim to have surpassed the efforts of distinguished predecessors, 550 feet they have endeavored to learn wisdom; but, having had long experience in teaching, and being thoroughly conversant with the wants of choirs, bothy and country, they have aimed at *general usefulness*, with the hope that they were thereby rendering real service to the cause they love so well. It is believed by

## SINGING SCHOOL :PARTMENT

will be found unusually interesting and complete; and while novices in the art of teach-ill here see their way made plain in detail, experienced teachers, who prefer a condensed method, may find a convenient text book, with every necessary varie practical exercises, which will interest as well as instruct the pupils, followed by secular music suited to the wants of the

## HOME CIRCLE, SINGING SCH)L OR CONVENTION.

THE METRICAL DEPARTMENT has received special eare, embracing every variety of , so that any hymn in common use can be clothed from this wardrobe. This department is mostly new, a few deservedly popular tunes being republished to meet eneral desire.

## IN THE ANTHEM D'ARTMENT,

regard has been had to the general demand for short pieces suitable for Opening or Closing ICE, as well as the wants of more notable public occasions, Concerts, Conventions, etc.

In the preparation of cash department of this work, the Editors have had free access to large stock of manuscripts and material left by the late WM. B. BRADBURY, to whose vast experience, versatile genius, and acknowledged taste, they are ited for much of whatever excellence may be found in the book.

Our aeknowledgements are due to Messis. Mason & Bros. for the use of a number of Lowell Mason's most valuable tunes; to F. J. Huntington, Esq. for the use of several choice pieces from the pen of the late Isaac B. Woodbury, and to Mest. J. Cook, Theo. F. Seward, Hubert P. Main, Wm. U. Butcher, W. Irving Hartshorn, J. Harrison Tenney, W. H. Doane, Rev. Robert Lowry, Silas J. L., D. E. Jones, James McGranahan, G. P. Benjamin, and others, for contributions to the work.

With the hope that on careful examination "The Victory" may be found worthy a place the hearts of the people, as well as the Churches of Christ throughout our land, and with earnest prayers that it may be a blessing to the cause of Saered Music, icommitted to the tide of public opinion by

THE EDITORS.



## HINTS TO TEACHERS.

It will greatly aid the teacher of class-singing to constantly bear in mind a few simple rules, which we will state for the benefit of those who may be beginners in the work:

1st. Commence at the very beginning! Never assume that the class has any knowledge of the subject to be taught, but make your lessons so plain that they may be thoroughly comprehended by the humblest beginner in the class.

2d. Introduce your subject by practical examples, and strive always to give your pupils an experimental knowledge of the thing to be taught, before coming to rules and definitions.

3d. Let every rule and definition be stated in the simplest possible form,

so as to be easily understood and remembered.

4th. "Make haste slowly;" and bear in mind that learning to read music is altogether a matter of practice. Talking to a class will never enable them to read music. One of Mr. Bradbury's leading maxims, in giving advice to young teachers, was this: "Less talk; more practice."

To the teacher who is coming before his class for the first time we would say—always commence by practising a few familiar tunes. This will serve as an introduction, and tend to dissipate any feeling of embarrassment which

may be felt on the part of both teacher and scholars.

## CHAPTER I.

NOTATION AND CLASSIFICATION.

The teacher may now say: "Close your books, and listen to me." After securing the attention of the class, let the teacher sing, in a full, pleasant voice, the syllable la four times, making the tones exactly alike, and at about the pitch G.

Teacher. How many times did I sing la?—Answer. Four times. Class sing the example with me. Teacher and class repeat the example. Let the teacher now sing the example, using the syllable do instead of la. How many times did I sing do?—Four times.

Were the tones like those which I used when I sang la, or were they different!-They were alike."

Then I sang the same tone, but used a different word!-Yes.

The teacher may then draw this character on the board : .

In music we use this character to represent a tone. It is called a Nota

What is this character called !- A note.

What does it represent?—A tone.

In the example which we sang, how many times did we sing la?-Four times

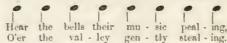
Then how many notes must we have to represent the tones!-Four

# EXAMPLE.

Sing the example as I point to the notes. Class sings.

Sing it again; this time using the syllable do.

The teacher may now write out a more extended example, and have the class practise it; using some lines of poetry; always pointing to the notes on the black-board when the class sings, so that they may form the habit of associating the notes with the tones.



In the example which we have just sung were the tones alike!-Yes.

Listen again. Class listens; and the teacher sings again two tones, this time making the second one higher than the first.

How many tones did I sing then ?- Two.

Were they alike !-No.

How did they differ?—The last one was higher than the first.

Sing as I did. Class sings the two tones with the teacher, making the last one higher.

STATEMENT.—When tones differ in this way, one being relatively higher or lower than the other, they are said to differ in *Pitch*.

To assure himself that the class are giving attention, the teacher may ask a few questions.

<sup>\*</sup> If the answers are not given promptly, and by the whole class, let the teacher always rejeat the example, and ask the question again, and insist from the beginning that every question shall be answered, and every example sung, by the whole class.

Are tones always alike ?-No.

How do they sometimes differ ?—One tone may be higher or lower than another. When one tone is higher or lower than another they are said to differ how ?—In Pitch.

STATEMENT.—That department of music which treats of Pitch of tones is called Melodics.

Draw table on black-board, thus:

Low or High......Pitch......MELODICS.

Pursue a similar course in introducing the subject of Length of tones.

Listen while I sing. Class listens; teacher sings two tones alike in pitch, but makes the first one short, and the second one longer.

How many tones did I sing ?-Two

Were they alike?-No.

Did they differ in pitch?-No.

How did they differ ?- The last one was longer than the first.

STATEMENT.—When tones differ in this way, one being relatively longer or shorter than the other, they are said to differ in *Length*.

We have now learned that tones may differ in how many ways?—Two.

How first ?- In pitch.

How next?—In length.

Teacher sings an example, making tones different in pitch.

How did these tones differ ?- In pitch

Sing as I did. Class sings.

Teacher sings an example with tones differing in length.

How did these tones differ ?-In length.

Sing as I did. Class sings.

Teacher sings an example with tones differing both in pitch and in length. Ask questions, and require the class to sing, as before.

STATEMENT.—That department of music which treats of the length of tones is called Rhythmics.

Write on the black-board, under the former tabular statement:

Short or Long..... Length......RHYTHMICS.

Now introduce the subject of the Power of tones.

Class, listen while I sing again.

Class listens; teacher sings two tones, alike in pitch and length, but makes the first one soft and the second one loud.

How many tones did I sing ?-Two.

Were they alike ?- No.

Did they differ in pitch? No.

Did they differ in length?-No.

How did they differ ?-The last one was louder than the first.

STATEMENT.—When tones differ in this way, one being relatively louder or softer than the other, they are said to differ in *Power*.

We have now learned that tones may differ in how many ways ?-Three.

How first ?-In pitch.

How next?—In length.

How last ?—In power.

Teacher sings, requiring the class to sing after him various examples with tones differing in pitch, in length, and in power, etc.

STATEMENT.—That department of music which treats of the Power of tones is called Dynamics.

Write on the black-board underneath the former statements:

Soft or Loud......Power.....DYNAMICS.

The teacher will then have the three general departments of music represented in tabular form, as follows;

DISTINCTIONS. | PROPERTIES. | DEPARTMENTS.

Low or High Pitch MELODICS.

Short or Long Length RHYTHMICS.

Soft or Loud Power DYNAMICS.

## GENERAL QUESTIONS FOR THE REVIEW OF ALL THAT HAS BEEN TAUGHT THUS FAR.

Are tones always alike?

We have learned that they differ in how many ways?

When one tone is higher or lower than another, they are said to differ how? When one tone is longer or shorter than another, they are said to differ how? When one tone is louder or softer than another they are said to differ how? What is that department of music called which treats of the length of tones? What is that department of music called which treats of the pitch of tones? What is that department of music called which treats of the power of tones? Into how many general departments is the study of music divided?

# CHAPTER II.

THE SCALE.

The teacher may now introduce the Scale in this way:—After calling the attention of the class, let him sing the ascending scale in a clear, full voice, making the tones of equal length and power, using the sullable la, and commencing at the pitch C.

How many tones did I sing?-Eight.

Were they alike or different ?- Different.

How did each tone differ from the other ?—In pitch.

Which one was lowest !—The first. Which was highest ?—The last.

5

The teacher now sings the scale again, requiring the class to sing with him.

STATEMENT.—These eight tones, which we have just sung, are called the Musical Scale. The first tone in the Scale is called One, the second Two, the third Three, etc.

Let the teacher now practise the scale with his class, using sometimes the syllable ln, and again the numbers or scale names of the tones. Sing the scale both ascending and descending.

TRACHER.—It is found to be convenient in singing the scale to use the following syllables, viz.: Do, Re, Mi, Fa, Sol, La, Si, Do.\*

Teacher practise the scale with class, using the syllables.

We have learned that in music a certain character is used to represent a tone—What is it called !—A note,

Then how many notes will we need to represent the scale !- Eight.

Why !- Because the scale contains eight tones.

How do the tones in the seale differ f-In pitch.

Which is the lowest !- Onc.

Then if I write a note on the board to represent One of the scale, how may I write another note so as to represent Two of the scale?—Place it higher on the board.

How represent Three !- Place another note still higher, etc.

SCALE REPRESENTED BY NOTES.

Names of Tones, 1 2 3 4 5 6 7 8 8 7 6 5 4 3 2 1.
Syllables. Do Re Mi Fa Sol La Si Do Do Si La Sol Fa Mi Re Do.

Teacher practise the scale with class, pointing to the notes, and using sometimes the names 1, 2, 3, etc., and sometimes the syllables.

# CHAPTER III.

ABSOLUTE PITCH, THE STAFF, CLEFS, ETC.

TEACHER.—We have learned that each tone of the scale differs from every other tone how?—Answer. In pitch,

That pitch which we have always taken thus far as One of the scale is called C; the pitch at which we sang Two of the scale, is called D; the pitch of Three, is E; of Four, is F; of Five, is G; of Six, is A; of Seven, is B; of Eight, is C.

Pitch Names, C D E F G A B C.
Scale Names, 1 2 3 4 5 6 7 8.
Syllables, Do Re Mi Fa Sol La Si Do

Teacher practise the scale by pitch names as well as by syllables and scare-names.

STATEMENT.—The different degrees of pitch, C, D, E, etc., are represented by means of a character containing five lines, with four intermediate spaces, which is called the STAFF.

### MUSICAL STAFF.

F 13.	line	led line ulane plant space above.	
	line.	4111	space,
	line.		sluce.
	line.	Total Control of the	pace.
lst		ted land belien _ First open bolow.	ogracio.

Each line and each space of the staff is called a degree, and represents some pitch.

Example.—If we let the first line of the staff represent the pitch C, the first space will represent D, the second line E, etc.

#### STAFF IN WHICH THE FIRST LINE REPRESENTS THE PITCH C.

Let the teacher now review by questions all that he has gone over thus far.

How many tones in the scale?

What are their names ?-1, 2, 3, 4, etc.

How does each tone differ from every other tone?

Which tone is the lowest?

Which tone is the highest?

At what pitch do we sing One of the scale?—C.

Two of the scale! Three! etc.

What character do we use to represent the different degrees of pitch !- The staff.

Of what is the staff composed ?

What is each line and each space called !- A degree.

If we let the first line represent the pitch C, what will represent the pitch D? The pitch E? etc.

When short lines are used above or below the staff, what are they called?—Added or Leger lines.

After reviewing, the teacher may turn to the board, and make the following

STATEMENT.—We frequently use the first added line below the staff to represent the pitch C. When we do, we place at the beginning a character like this, which is called the TREBLE or G CLEF.

<sup>\*</sup> Pronounced Doc, Ray, Mee, Fah, Sole, Lah, See, Doc.

<sup>\*</sup> We cannot urge upon the teacher too strongly the importance of continually reviewing each stip. It is only in this way that he can secure the carnest attention of the class, and assure himself that all are giving attention, and fully understand him.



All look at No. 1. What is the name of this character which you see composed of five lines and four spaces?

What is the name of the character placed at the beginning of the staff?

When you see this elef you know that the pitch C is represented by what degree of the staff?—The first added or leger line below.

What number of the scale does the first note in this exercise represent †
What is the pitch-name ? What syllable do you use in singing it ?
Read the exercise through by the syllables. Read it by scale-names. By pitch-names.
Sing it using syllables. Sing it using scale-names. Sing it using pitch-names.





- ministerer

## CHAPTER IV.

RHYTHMICS.

The teacher calls the attention of the class, and says:

TEACHER. Listen, while I sing.

Let him now sing two tones, say at the pitch G, making the first one short, and the last one much longer.

How many tones did I sing!-Two.

Were they alike!-No.

How did the last tone differ from the first !- It was longer.

How much longer !

Here the class will probably be somewhat puzzled, some answering "twice as long," others "three times as long," etc.

The teacher says: I see that you do not agree as to the exact relative length of the two tones. Now listen; and I will show you the way in which we measure the length of tones.

Let the teacher now count steadily "ONE, two, ONE, two," four times; making a downward beat of the hand as he counts one, and an upward beat as he counts two, and emphasizing the word one in counting.

How many times did I count "ONE, two" !- Four.

Class, count as I did; making a downward beat of the hand as you say "one," and

an upward beat as you say "two,"

You will observe that as you count "one, two," you divide the time into equal portions, that is, equal portions of time pass away each time you say "one, two." Now the time that we take to count "one, two," we will call a Measure.

Count and beat three measures. The class counts and beats.

Four measures.

Five measures.

A measure is represented by the space between two perpendicular lines, thus:

These perpendicular lines are called Bars.

The teacher may now represent a number of measures on the board, thus:

Tourt and heat as many measures as any proposented have

Count and beat as many measures as are represented here.

Class counts and beats the four measures.

Count and beat four measures, and after the first measure I will sing. Notice bow many tones I sing in each measure.

After the first measure let the teacher sing la la, la la, one tone to each half of the measure, keeping the same pitch.

In how many measures did I sing?-Three.

How many tones did I sing in each measure !- Two.

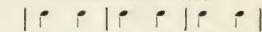
Were the tones alike in length !- Yes.

How do you know !- Because you sang one tone to each half of the measure.

What represents a tone?—A note.

If I should represent the tones as I sang them, how many notes would there be in each measure?—Two.

LESSON REPRESENTED AS SUNG.



Teacher now counts and beats, requiring the class to beat and sing the lesson. The teacher may add more measures, and alternate with the class—the class counting and beating while the teacher beats and sings, then the teacher counting and beating while the class beats and sings the exercise represented.

How many ways have we for measuring time !- Two.

What are they !- Counting and beating.

What represents a measure of time !- The space between two bars.

Which part of the measure do we accent !- The first.

How many parts in each measure !- Two.

Count and beat three measures.

You count, while I beat.

You beat, while I count.

To which of the three departments of music, Melodies, Rhythmies, or Dynamies, does this subject of measuring time belong !



In singing this exercise, require every member of the class to beat the time as well as sing. It may be well at first for the teacher to beat and count aloud while the class sings and beats, or divide the class into sections, and alternately one part count aloud and beat, while the other part sings and beats.





When we wish to give a tone the time of two notes, as in this exercise, we usually represent such a tone by a different kind of note; thus,

This note requires as much time as two of the others. It is called a *Half Note*. The others are called *Quarter Notes*.

Practise Exercise No. 8, which is the same as Exercise No. 7, except that half notes are used instead of the two quarter notes tied.



How much longer is the tone represented by the half note than by the quarter !— Twice as long.

How many quarter notes fill the measure?

How many half notes?

How many beats in the measure?

How many quarter notes to each beat?

How many beats does the half note take?

What is a note?—A character which represents a tone.

STATEMENT.—The different kind of notes represent simply difference in length of tones.

The teacher may also state that it is customary to place figures on the staff, as in this example. The upper figure shows the number of beats in the measure; the lower, the kind of note which takes one beat.





Before practising the foregoing exercise, let the teacher question the class something in this way:

All look at the upper staff in this exercise. What elef is on this staff ?-Treble.

When you see this clef, you know that the note representing One of the scale will be placed where?—On the added line below.

What pitch is represented by this line !- C.

Does the first note in this staff represent One ?- No.

How do you know !- Because it is not on first added line below.

What number of the scale does it represent !- Three.

What pitch is represented by this line !- E.

Very well; you say that the first note represents Three of the seale. What does the next one represent 1-Four.

The next !

In this way read through the exercise; first by scale-names, then pitch-names.

How many kinds of notes in this exercise !- Two.

What are they !-Quarter notes and half notes.

How many quarter notes does it take to fill a measure ?

How many half notes !

How many beats to a half note?

After taking the pitch E, all together count and beat four measures, and then sing the

exercise, using syllables and beating the time. It is a good plan to divide the class into sections, and one part beat and count aloud, while the other sings. Practise each part separately, then sing in parts.

# CHAPTER V.

SKIPS.

It is a good way for the teacher to familiarize the class with the Skips by scale practice before taking exercises containing them.

EXAMPLE.—Tracher require the class to sing 1 2 3 of the scale, and then stop; then sing 1 3. Practise 1 and 3 several times. Then sing 3 4 5; then 1 5; then 1 3 5. Then 5 6 7 8; then 1 3 5 8. Then 8 5 3 1.

Practise the skips 1 4 6 8, 8 6 4 1, in the same way.







No. 13.

## SUMMER HOURS.



In these exercises take one part at a time, and require the class to read it through, first by the numbers or scale-names, then by the letters or pitch-names. Then all beat the time and sing, using the syllables. After practising each part by itself, divide the class into sections, and sing it in the parts.

## CHAPTER VI.

RESTS.

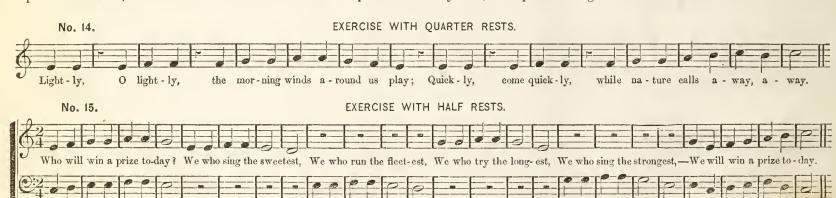
In introducing the Rests, it is only necessary for the teacher to make the following

STATEMENT.—We sometimes wish to remain silent during a measure, or part of a measure, in a tune. We have characters which represent si-

lenee, and which correspond in length to the different kinds of notes. They are ealled Rests.

Quarter Rest, eorresponds in length with quarter note;

Half Rest, corresponds in length with the half note.



The teacher should insist that every member of the class beats the time in practising these exercises; and in those exercises, in which the parts rest and sing alternately, require the part that rests to continue to beat and count aloud.

## CHAPTER VII.

THE SCALE ABOVE AND BELOW.

Teacher and class sing the scale.

TEACHER. In all our practice thus far we have used only the eight tones contained in the scale. But most of us can sing several tones higher than the 8, or lower than 1.

We can make a new scale above by taking the pitch C, which we have used as 8 of the old scale, for 1 of a new scale, and singing upwards.



Teacher and class sing scale above as high as the voices can go easily, and play the rest of the scale on the instrument.



All sing the old scale now, commencing at 8, and descending.

We can now make a new scale below, by taking the pitch C, which we have just sung as 1, for 8 of the new scale, and singing downwards.

Sing new scale with class as low as the voices can go easily, and play the rest of the scale.

Afterwards sing Exercise in Lower Scale, No. 17.





If we sing higher than the old scale, what tone of the old scale do we take for 1 of the new?

Sing 1 2 3 4 5 of the new scale above.

If we sing lower than the old scale, what tone of the old scale do we take for 8 of the new?

Sing 8 7 6 5 of the new scale below.

What is the pitch-name of 2 above?—D.

Of 3 above ?-E.

Do the pitch-names and scale-names correspond in the upper scale !—Yes.

What is the pitch-name of 7 below 1—B. Of 6 below 1—A.

Do the pitch-names and scale-names correspond in the scale below !- Yes.



No. 18.

EXERCISE IN SCALES ABOVE AND BELOW.



## CHAPTER VIII.

## DIFFERENT VARIETIES OF MEASURE.

In introducing different varieties of measure, it will be well for the teacher first to call the attention of the class to the different kinds of accent in poctry.

Example.—In all of our practice thus far, how many parts in each measure?—Two.

Which part of the measure did we accent?—The first.

Read the words under Exercise No. 17, "Time is like a fleeting shadow," ctc., and you will notice that in reading poetry you give an accent to certain words and syllables, in a manner exactly corresponding to the accent in music; thus, "Time is like a fleet-ing shad-ow." In this example, the first syllable is accented, the second unaccented, the third accented, the fourth unaccented, and so on; every other syllable requiring au accent exactly as we accent the uotes in the music.

So in Exercise No. 18, "How sweet and fair all na-ture seems." In this example, the accent begins with the second word, the first word being unaccented. Consequently, in order to make the natural accent in the poetry and in the music correspond, we are obliged to sing the first word on the second or unaccented part of the measure.

There are different kinds of accent in poetry. Example: "Come to the green-wood so cool and so fair." In this example you will notice that the first word is accented, then there are two unacceuted, then one accented, then two more unaccented, etc. If we would make music to correspond to this kind of accent, we must have measures containing three parts: one accented and two unaccented.



Teacher sing the example to the pitch G, and class count "One, two, three: One, two, three."

This kind of measure is called THREE-PART or TRIPLE measure. Beat with three motions of the haud-down, left, up,



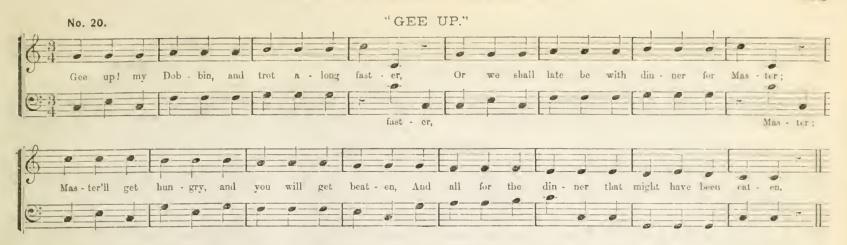
and count ONE, two, three; ONE, two, three.

Require class to count and beat until every one is familiar with the movement.

THREE-PART MEASURE. No. 19.



- 1. Pret-ty Blue-bell, in the val-ley so fair, 2. O - ver the mead ow, and o - ver the lea,
- 3. Soft as a rip ple the mel o dy fell,
- Toss-ing her curls on the light sum-mer air. Ros - es aud lil - ies come flock-ing to see "Here from the world in my beau-ty I dwell;
- Calls the young blossoms to play with her there. Who was the song-ster, and where she might be. Come, I will show you," sang pret-ty Bluc - bell



When we wish a tone long enough to fill the whole measure of three beats, we use a note like this to represent it: P . It is made like a half-note with a dot placed after it, and is called Three-Quarter Note.

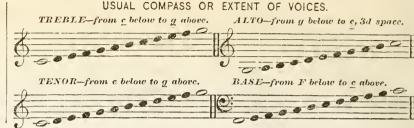


#### CLASSIFICATION OF VOICES.

The voice is naturally divided into four classes, viz.: lowest male voices, Base; highest male voices, Tenor; lowest female voices, Alto; highest female voices, Treble, or Soprano. Boys sing Alto until their voices change. Young Misses should practice Alto until their voices become firm.

Besides the above, there is a Bartone voice, between the Base and Tenor; and the Mezzo Soprano, between the Alto and Treble.

Note.—While learning to read music in classes, it is sometimes advantageous to change parts occasionally, and frequently all may sing on one part; but in public, changing of parts should not be practised by any unless at the request of the leader. Every singer should sing the part best adapted to his or her voice, and what that is, the teacher or leader will soon be able to decide.





How many kinds of measure have we now l—Two.
What are they called l—Two-part measure and three-part measure.
Count and beat six measures, two-part measure.
Count and beat six measures, three-part measure.
Where does the accent come in two-part measure?
Where does the accent come in three-part measure?
How many quarter notes fill a two-part measure?
How many quarter notes fill a two-part measure?
What kind of note will fill a two-part measure?—A half note.
What kind of note will fill a three-part measure?—A three-quarter note,

There is another variety of verse used in singing, where there are two kinds of aeeent, part of the words being accented strongly, and the other lightly; thus:

"LET us then be up and doing."

Such words require a measure with four parts: first part accented strongly, second part unaccented, third part accented lightly, fourth part unaccented.



Have class sing at pitch G, and teacher count "ONE, two, three, four," etc. Beat with four motions of the hand—down, left, right, up.



Practise counting and beating with class.

This kind of measure, requiring four beats, is called Four-part or Quadruple measure. The kind of note required to fill such a measure is called a Whole note:



What is this new kind of measure called?—Four-part or Quadruple measure. How many quarter notes does it require to fill one of these measures?—Four. How many half notes?—Two.

What kind of note will fill it?—Whole note.

Count and beat six measures, four-part measure.

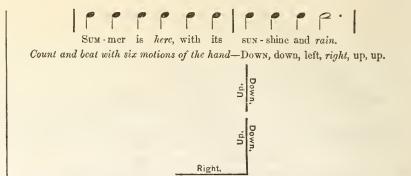
On what part of the measure does the strong accent come?—The first.

On what part of the measure does the light accent come?—The third.

The class listen while I read the following verse, and observe the peculiar accent:

"Raindrops are falling, so graceful and still; Beautiful flowers with odor they fill: Summer is here, with its sunshine and rain, Making the roses look lovely again."

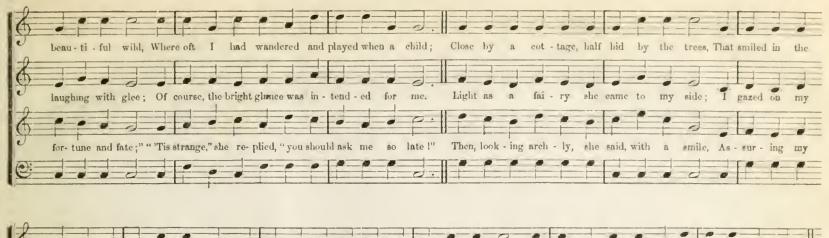
The class will notice that we give here a strong accent to the first word or syllable, then two syllables unaccented, then the fourth syllable lightly accented, then two more unaccented; thus: "Summer is here, with its sumshine and rain," etc. Such words set to music, would require a measure of six parts—the first part strongly accented, then two parts unaccented, the fourth part lightly accented, and then two parts more unaccented, etc.; thus:



Practise counting and beating with the class; and practise exercise above, at the pitch of G.

NOTE.—It is always best for the class to know how to beat six beats in the measure. In actual practice, however, the teacher will find it more convenient to beat two beats in the measure, and count "One, two, three," to the down-beat, and "four, five, six," to the up-beat.







What is the last new kind of measure called ?—Six-part or Sextuple measure. How many quarter notes does it take to fill a measure ?—Six. How many three-quarter notes ?—Two.
Which part of the measure receives the strong accent?—The first.
Which the light accent?—The fourth.

How many kinds of measure have we now? Count and beat six measures, six-part measure.

## CHAPTER IX.

## EIGHTH AND SIXTEENTH NOTES.

TEACHER. Sometimes we wish to sing two tones to one beat. In such a case, we use a note which represents a tone only half as long as a quarter note. It is called an Eighth note, ... We sing two of these notes to one beat.





#### TABLE SHOWING RELATIVE VALUES OF NOTES.



Name and describe the above; as: One whole note is equal to two halves—four quarters, etc.

TEACHER. The names and proportions of the Rests are the same as the Notes.

Whole	Half	Quarter	Eighth	Sixteenth	Thirty-second
Rest.	Rest.	Rest.	Rest.	Rest.	Rest.
		٢	=	1838	=

What is a note !- A character, etc.

How do the tones represented by the different kinds of notes differ ?- In length,

How does the three-quarter note differ in appearance from the half note !- It has a dot placed after it.

How much longer is the tone represented by the three-quarter note than the half?—Half as long again.

STATEMENT.—The dot placed after any note always makes the tore one half as long again.

For example:—The half note requires two beats; place a dot after it, and it will require three beats. The quarter note requires one beat; place a dot after it, and it requires one beat and a half, etc.

# CHAPTER XI.

## DYNAMICS (POWER OF SOUND).

Teacher. To sing in good taste, our tones must be varied with respect to their power or stress, sometimes singing louder, and sometimes softer, according to the character of the song or sentiment. For this purpose, DYNAMICS are used.

#### DYNAMIC CHARACTERS EXPLAINED.

Piano,	marked	p, Soft.
		pp,Very soft.
Forte,		
Fortissimo,	marked	II Very loud.
Mezzo,	marked	ne, Medium.
Merzo Piano,	. marked	mp, Rather soft.
		mf Rather loud.
		Cres., or Commence coft and increase.
		Dim., or = ( mmence loud and diminish.
Swell,	marked	Swill.
Sforzando, or Explosire	marked	sf. or >, Sudden and full.
Staconto	marked	or ! ',
Legato	marked	C. naedet, nd clear.

No. 27.

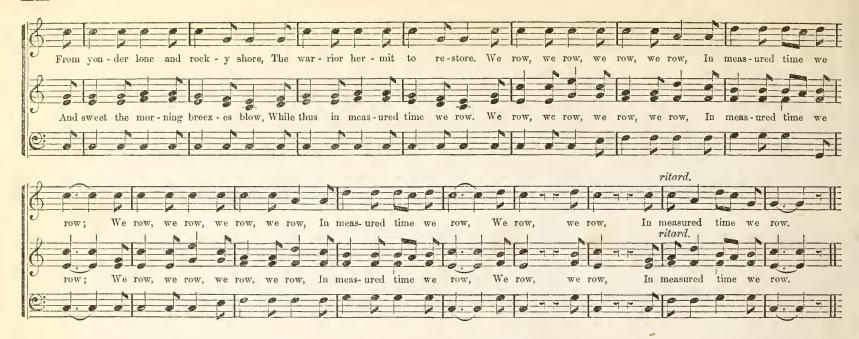
DYNAMIC CHARACTERS APPLIED.



Before practising this exercise, let the teacher explain that the dots placed before the double bars signify a Repeat.







## CHAPTER XII.

INTERVALS.

Teacher and class sing the Scale.

Teacher.—Sing with me the tones 1 8. Teacher and class sing 1 8.

How do these tones differ ?—In pitch.

We call the difference in pitch between any two tones an Interval.
What is the difference in pitch between two tones called ?—An Interval.
What is an interval?—An interval is the difference in pitch between any two tones.

Sing with me the tones 1 5. Teacher and class sing 1 5.

Is this interval larger or smaller than the one between 1 8 !- Smaller.

Sing 1 3,

Interval larger or smaller than 1 5?

Sing 1 2.

Interval larger or smaller than the others?—Smaller.

This interval, from 1 to 2, is called a step. Sing 1 2. Class sings.

What is the interval?—A step.

Sing 2 3. Class sings.

Does this interval seem the same in size as the one from 1 to 2?—The same.

The name of this interval, then, is also a step.

Sing 3 4. Class sings.

Does this interval seem larger or smaller, or the same in size as the interval between 1 and 2, and between 2 and 3?—It seems smaller.\*

An interval of this size is called a HALF-STEP.

What is the interval from 1 to 2?—A step.

From 2 to 3?—A step.

From 3 to 4?—A half-step.

Sing 4 5. Teacher and class sing.

What is the interval?—A step. Sing 5 6. They sing.
What is the interval?—A step.

Sing 6 7. They sing.

<sup>\*</sup> Many of the class may not, at first, discern the difference in the size of the intervals. Let the teacher practise carefully, singing with the class, first Re Mi, very strongly, then carefully, Mi Fa, then again Re Mi, then Mi Fa, and very soon most of the class will be able to detect the difference in the intervals by the ear.

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1 Re

What is the interval !- A step. Sing 7 8. What is the interval !- A half-step. How many kinds of intervals have we, then, in the scale !- Two. What is the largest one called !- A step The smallest !- A half-step. flow many half-steps are there in the seale !- Two, They come between what tones !- Between 3 and 4, and between 7 and 8. What are all the other intervals !- Steps. It may now be well for the teacher to state to the class that the interval from 1 to 3 is ealled a third; from 1 to 4, a fourth; from 1 to 5, a fifth; from 1 to 6, a sixth; from 1 to 7, a seventh; and from 1 to 8, an octave. Teacher draw this Diagram upon the black-board: What is the interval from 1 to 21-A step. From 2 to 31 From 3 to 41 From 4 to 51 From 5 to 61 From 6 to 7 ! From 7 to 81 Tla How many steps are there! How many half-steps! Between what numbers of the scale do the half-steps occur? What is the interval from C to D! Sol From D to E1 From E to F1 From F to GI Fa From G to Al From A to Bl Mi From B to C! Between which letters of the staff do the half-steps come!-Between E and F. and between B and C. What is an interval? II Re -oned preca-CHAPTER XIII. Do TRANSPOSITION OF THE SCALE

[Nove.—We do not think it advisable for the teacher to attempt to explain the theory of transposttion just at this point. With most classes it would be better for the teacher to simply ask:

What pitch have we always taken as 1 of the scale in our practice thus far?—The pitch C. When any other pitch than C is taken as 1 of the scale, the scale is said to be transposed.

The teacher may now practise the scale, taking the pitch G as 1; then practise exercises in the key of G, explaining that the key of G is represented by one sharp placed on the staff; the key of D by two sharps; etc. After passing on and practising in the different keys, the teacher may review and explain the theory of transposition, as follows. In the meantime, he should practise thoroughly the lesson in intervals, as it will be impossible for the class to understand the theory of transposition until they are very familiar with the different kinds of intervals in the scale, and ean tell instantly where the intervals of the half-steps occur, L. c., between which scale-tones and between which pitch-tones.]

Sing the scale with class, to syllables, Do Re Mi, etc.

Now sing with class up to 5 of the scale, and then stop.

Now we will commence with this note, 5 of the scale, and sing up to 5 above.

Write out the excreise on board, thus:



Now we will sing the first tone, pitch G, to the syllable Do, instead of Sol, and think of it as 1 of the seale, instead of 5.

All sing pitch G to syllable Do.

Now all think of this tone as 1 of the scale, and sing with me up the scale.

All sing up the scale, Do Re Mi, etc.

Do you think we sang the same tones then that we did when we sang before, Sol La Si Do, etc. 1 Most of the class will probably say, yes.

We will try, and see. We will sing together, part of us singing Sol La Si, etc., and the rest Do Re Mi, etc.

Let the teacher now divide the class into two divisions, and let one part sing the pitch G to syllable Sol, and the rest the same pitch to the syllable Do. Then all together 8 or 1 sing; one part singing, Sol La Si Do Re Mi Fa Sol; and the others. Do Re Mi Fa Sol La Si Do.



1st Division. Sol La Si Do Re Mi Fa Sol. 2d Division. Do Re Mi Fa Sol La Si Do.

You seem to get on well together, and sing the same tones, until you come to next the last, and then there is a clash. Try it again. All sing again.

There seems to be some trouble with next to the last tone. I will tell you what the trouble is:—Those who sing the first tone, G. as I or Do, when you get to next the last note, you do not sing the pitch F, but a tone a half-step higher than F.

Teacher draw on the board this diagram:

You will see by looking at this diagram where the difficulty is. The interval from E to F is a half-step, while the interval from 6 to 7 is a whole step. If, therefore, we sing the scale so that 6 comes on the pitch E, 7 will not come on F, but on another pitch a half-step higher.

The name of the pitch-tone a half-step higher than F is F-sharp.\* So you see what the difficulty was in your singing:—one part of the class were trying to sing the pitch F, and the other the pitch F-sharp, which is a half-step higher.

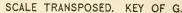
When the pitch-tone F-sharp is to be sung, it is indicated by placing this character,

on that degree of the staff which represents the pitch F, as in the following example:

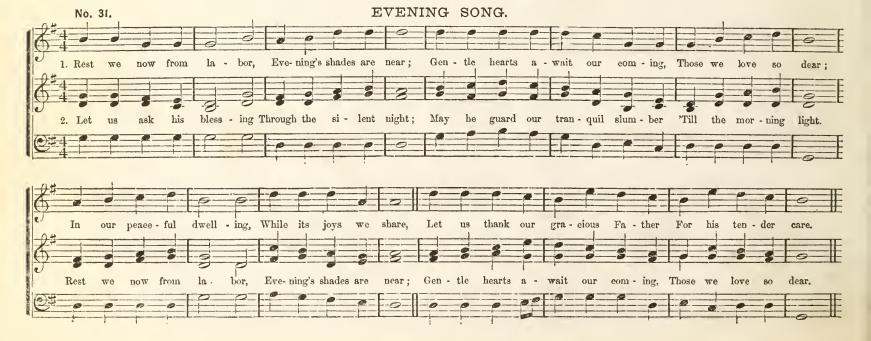


<sup>\*</sup> The character, SHARP, is written thus, \$. Sharp, in musical language, means higher: F-sharp, a tone half-step higher than F.

When any other pitch than C is taken for 1 of the scale, the scale is said to be Transposed. Transposition means change of place. In this example, where we take the pitch G for 1, the scale is transposed. As we always sing the pitch F-sharp when the pitch G is taken for 1, F-sharp is called the Signature of the Key of G.







When is the scale transposed !-When any other pitch than C is taken for 1 of the scale.

in the last example what pitch is taken for 1 of the scale!—G.

What number of the scale was the pitch G, when C was taken for 1 !- 5.

How far did we move the scale, then, in transposing it !- A fifth.

Do we sing the same pitch-tones when the pitch G is taken as 1 of the scale, that we did when pitch C was taken as 1 f-No.

What change are we obliged to make !- Instead of the pitch F, we sing F sharp.

How does F-sharp differ from F!-It is a half-step higher.

How is F-sharp indicated !- By placing the character of the sharp on the degree of the staff which represents F.

What does the word sharp mean in music?—Higher.

What is the signature of G !- One sharp on F.

Where is the signature placed !-Just after the clef.

In this song, is the pitch C taken for 1 of the scale !- No.

When some other pitch than C is taken for 1, what is said of the scale!—It is said to be transposed.

What does transposition mean !- Change of place.

In the upper staff, what number of the scale does the first note represent?

What pitch-tone does the first note represent?

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## CHAPTER XIV.

ACCIDENTALS.\*

TEACHER. This new pitch, F-sharp, sometimes occurs in a tune which is written in the key of C. In such a case, it is called an Accidental.

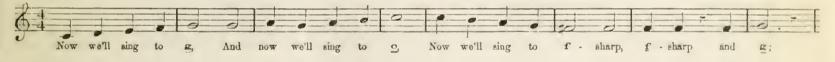
No. 32.

#### EXERCISE WITH ACCIDENTALS.



No. 33.

## SONG OF F-SHARP.





. [The teacher may say to the class:

We found no difficulty in singing the new pitch F-charp while practising in the key of G, as it occurs mnavoidably in the natural scale-progression. Now we will try and sing the same pitch in the key of C, where it will occur as an accidental.

Teacher and class sing the scale in the key of C. Class sing up to 5, and pause; teacher sings 5 only. Class sing 1; teacher sing 5. Class sing 2; teacher, 5. Class sing 3; teacher, 5. Class, 4; teacher, 5. Recommence, and class sing to 4, and pause and listen; teacher sing sharp-4, using the syllable Fec, prolonging it, and making it clear and distinct. He says;

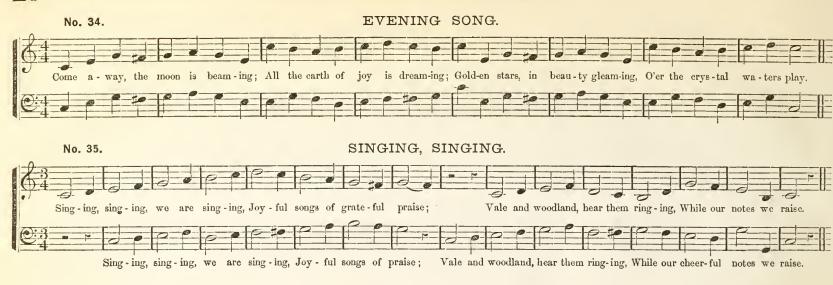
Did I sing 4 or 5?—Answers will be various, but some will say, Neither. What, then, did I sing?—Some will say (having been prepared for it), Sharp-1. What is the pitch of 4?—F.

What will be the pitch of this new tone !- F-sharp.

Teacher sing, class singing after him: -5, sharp-1, 5, sharp-1, 5, 3, 4, sharp-1, 5.

Careful practice in this way will soon enable the class to sing the sharp-1 with great accuracy.]

+ Pronounce Fee.



### No. 36.

## THE GAY YOUNG RIDER.

Quick and Lively. Note.—The principal melody in this piece being in the Tenor, that part should be the most prominent.







---

2. Cuckoo! Cuckoo! Bravo! sing on!
We'll to the meadows,
Chasing the shadows;
Spring-time, Spring-time cometh anew

3. Cuckoo! Cuckoo! Bravo! I say;
Thou hast foretold it,
Now we behold it;
Winter, Winter hastens away.

4. Cuckoo! Cuckoo! Bravo! how clear!

Let us be singing,

Dancing and springing;

Spring-time, Spring-time now we have here.

## CHAPTER XV.

TRANSPOSITION -TWO SHARPS.

Teacher and class sing the old scale in the key of C.

Teacher.—When we transposed the scale to G, how far did we move it!—Answer. Up to 5.

What is the interval from 1 to 5 called !- A fifth.

What pitch-tone do we sing in the key of G which we do not sing in the key of C! How does the pitch F-sharp differ from F!

In the key of C, what number of the scale is the pitch F!-4.

In transposing the scale a fifth, we find that we must change the pitch of what number of the scale?—4.

In the place of 4, we must have what ?-Sharp-4.

What is the pitch of sharp-4 !- F-sharp.

In transposing the scale from C to G (a fifth), we found that we sung one new tone; and that new tone was sharp-4 of the old scale in the place of 4. Whenever we trans-

pose the scale a fifth, we shall find that we sing one new tone; and that new tone will always be sharp-4 of the old scale, instead of 4. Hence,

RULE.—Sharp-4 transposes the scale a fifth.

We will now transpose the seale again. Teacher and class sing 1 2 3 4 5, in the key of G.

What number of the seale was the last tone which we sang?—5. What is the pitch !- D.

Sing this tone to the syllable Do, and think of it as 1. Class sings.

Do you think we can sing the whole eight tones of the sealc above this ?-No.

Well, think of this tone as 8, and we will sing down to the lower D.8 or 1 Teacher and class sing down the scale.



We will represent 1 of the seale on this lower D, as we cannot sing t above.

Teacher and class practise scale in key of D.

How far did we transpose the seale in going from the key of G to the key of Di-A fifth.

According to our rule, then, we must have sung one new tone which we did not have in the key of G. Do you know what new tone you sang according to the rule !-Yes.

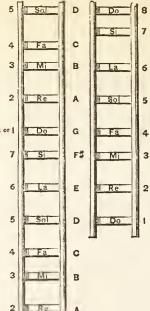
What was it !- We sang sharp-4 in the key of G instead of 4.

What was the pitch of 4 in the key of G?—C.

What will be the pitch of sharp-4 ?- C-sharp.

According to our rule, then, we must have sung C-sharp instead of C, when we sung the scale in the key of D.

Teacher draw the diagram on the board.



You will see, by looking at the diagram, that when we sing the pitch B as 6 of the seale, we must sing the pitch C-sharp as 7.

As we sing the pitches of F-sharp and C-sharp when D is taken for 1, F-sharp and C-sharp (or two sharps) are called the signatures, or signs, of the key of D.

#### SCALE IN KEY OF D.



When we moved the scale from the pitch C to G, how far did we transpose it ?-A fifth.

When we went from the pitch G to D, how far did we transpose?-

When we transpose a fifth, how many new tones do we sing !-One. What rule have we about the new tones in transposing !- "Sharp-4 transposes the scale a fifth."

What new tone did we sing when we transposed from C to G!-

F-sharp.

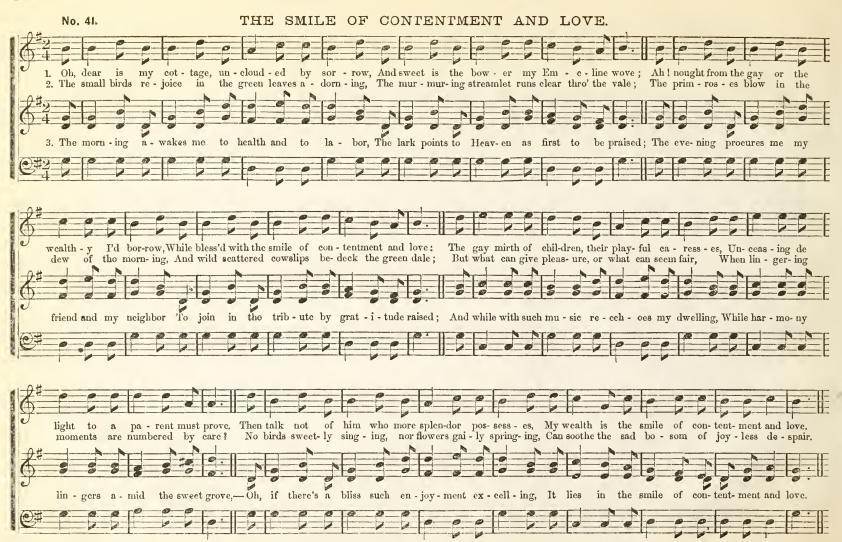
What number of the seale is F-sharp, in the key of C!—Sharp-4. What new tone did we sing when we went from G to Di-C-sharp. What number of the scale is C-sharp, in the key of G?—Sharp-4.

What is the signature of the key of ( 1-One sharp (F-sharp). What is the signature of the key of D?-Two sharps (F-sharp and

C-sharp).









## CHAPTER XVI.

## TRANSPOSITION -THREE SHARPS.

TEACHER. We will now transpose the scale again. Following our old rule, we will move the scale a fifth from D; what pitch is 5 in the key of D?—Answer. A.

But we have found that when we transpose the scale a fifth, we must have one new tone. What is the rule in transposing ?—"Sharp-4," etc.

What pitch is 4 in the key of D? G.

Then in place of the pitch G we sing what ?-G-sharp.

How many sharps, then, will we have when the pitch A is taken for 1?-Three.

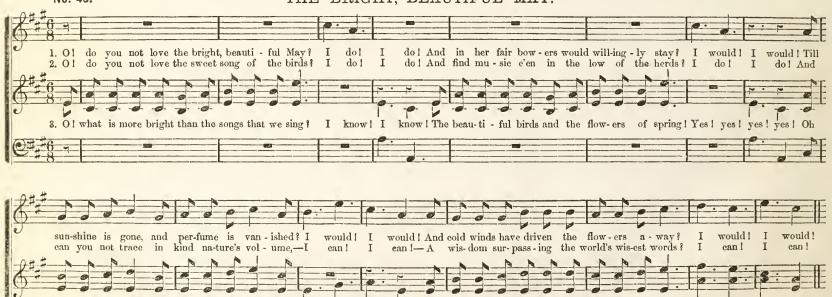
What are they !- F-sharp, C-sharp, and G-sharp.

What is the signature of the key of A !- Three sharps.



No. 43.

## THE BRIGHT, BEAUTIFUL MAY.



then let us join in a loud swelling cho - rus, -Yes! yes! yes! - As the praises of May we now joy - ous - ly sing! Yes! yes! yes! yes! yes!



THE RAIN-DROPS ARE FALLING .- EXERCISE IN WHICH THE PITCH G-SHARP OCCURS AS AN ACCIDENTAL. No. 45. 1. The rain-drops are fall - ing, how grace - ful and still! The cup of the lil - y with o - dor they fill; The sum-mer is here, and the 2. The rain-drops are fall - ing, re-fresh - ing the breeze, They glad - den the hill - top and bright - en the trees; See von - der the lambs in the 3. The rain-drops are fall - ing; we heed not the storm While safe in our dwell-ings, so cheer - ful and warm; And while we are laugh-ing and mild, gen-tle rain Will make the young ros - es look love - ly a - gain. The land-scape will bloom, and the ber - ries will grow, The stream that was The bow in the clouds, that we view with de-light, Is made of the mead ows at play, How quick - ly they haste to a shel - ter a - way. But na - ture is call - ing her chil - dren to rest, The rob - in is sing - ing with glee, We'll think of the mor-row, how clear it will be: dry in the val - lev will flow; The dai - sy will look from her home in the shade, And smile to the lawn in its beau - ty ar - rayed. rain-drops that spar - kle so bright, - When touched by the sun-shine its col - ors ap - pear, And sweet - ly they blend like 2 smile and a tear. si - lent, and gone to his nest; And now let us go to our slum - bers a - way, We'll dream of our school, and we'll dream of our play.



### CHAPTER XVII.

# TRANSPOSITION - FOUR SHARPS.

TRACHER. We will now transpose the scale a fifth once more; what pitch is 5 in the key of A !—Answer. E.

Then we will take the pitch E for 1.

Teacher may explain to class that, as it would be impossible to sing the scale with the pitch E, represented by the upper space, taken for 1, we take the pitch E represented by the first line.

What pitch is 4 in the key of A !-D.

Then in place of the pitch D we sing what !- D-sharp.

What is the rule !- "Sharp-4," etc.

What is the signature of the key of E1-Four sharps.

#### SCALE IN KEY OF E.



How does the pitch D-sharp differ from D !- It is a half-step higher.





## CHAPTER XVIII.

TRANSPOSITION - FIVE SHARPS.

TEACHER. Following our old rule in transposition, we will move the scale a fifth from E; what pitch is 5 in the key of Ei-Answer. B.

Then we will take the pitch B for 1.

But what pitch is 4 in the key of E !-A.

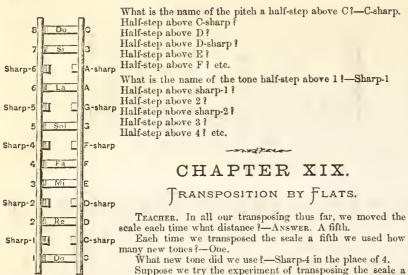
Then in the place of pitch A we sing what!-A-sharp.

What is the rule !- "Sharp-4," etc.

What will be the signature of the key of B!-Five sharps.







fourth instead of a fifth, as heretofore. First, we will all sing

the scale in the key of C. Teacher and class sing the scale in the key of C.

Now we will sing up to 4 of the scale, and then stop. All sing up to 4.

What pitch is 4 of the scale in the key of C?—F.

Very well; now we will take the pitch F for 1. All sing it to the syllable Do. All sing.

Now all sing with me the seale up and down, taking the pitch F for 1. All sing.

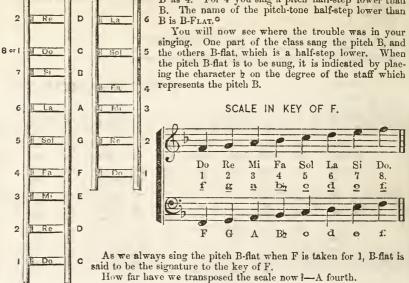
Teacher will write scale out on the board.

We will now divide the class; one part singing this exercise with the syllables that belong to the key of C, viz.: Fa Sol La, etc.; the rest using the syllables Do Re Mi Fa, ete. Class sings; one part singing Do Re Mi, ctc.; the others, Fa Sol La, etc. On the fourth note there will be a clash between the parts. Teacher may then say:

There seems to be some disturbance between the parts on the fourth note, or B. Let us see if we can discover what it is.

Teacher draws on the board the accompanying diagram:

By looking at this diagram you will see where the trouble is. Those of you who sang Do Re Mi, etc., sang 3 of the scale to the pitch A, and as the interval from A to B is a whole step, and the interval from 3 to 4 is only a half-step, if you sing A as 3, you cannot sing B as 4. For 4 you sing a pitch half-step lower than 6 B is B-FLAT.



How many new tones were we obliged to use ?-One.

What was that ?-B-flat.

How does B-flat differ from B?

What then is the signature or sign to the key of F?

In what key is the following tune written? etc.

No. 49.

READY? - CANON (FOUR IN ONE).



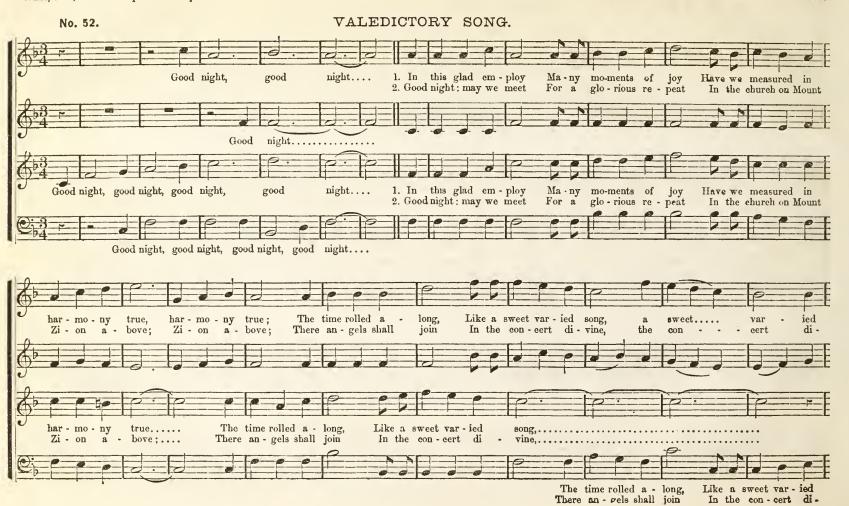
Teach's. Are you all ready for the coming scale? 'Tis the key of F ris-ing on the gale; Join the joyous carol, every one, without fail. For it is the key of F ris-ing on the gale. Scu'l'rs. We are all ready for this pleasant scale. Now the key of F rises on the gale; Pleasant is the chorus, and we'll join, without fail, In the pleasant key of F rising on the gale.

<sup>\*</sup> FLAT, in musical language, means lower; B-flat, a half-step lower than B.



Before singing this exercise, let the teacher ask: What pitch is 4 in the key of F?—B-flat. What, then, will be the pitch of sharp-4?—B.

When any pitch represented by the letter only, occurs in a tune as an accidental, in the place of the pitch which has been represented by a flat or sharp (as B in place of B flat, or F in the place of F-sharp), it is represented by a character called a NATURAL; thus, I.







No. 55. EVENING PRAISE.—FLAT-SEVEN AND SHARP-FIVE AS ACCIDENTALS.





### CHAPTER XX.

# TRANSPOSITION - TWO FLATS.

TEACHER. In our last transposition, how far did we move the scale !-- Answer. A fourth.

We found that we sang what new tone?—B-flat, in the place of B.

What number of the seale is the pitch B in the key of C1-7.

And when we transposed to F (a fourth), we substituted flat-7 for 7. We will find that whenever we move the seale a fourth we shall be obliged to substitute flat-7 for 7 in the old scale. Hence this

### RULE -Flat-7 transposes the scale a fourth.

We will now transpose the seale again, following this rule. What pitch is 4 in the key of F1-B-flat.

Very well; we will take this pitch B-flat for 1. But in order to do this according to

our rule we must substitute flat-7. What pitch is 7 in the key of Fi-E.

Then, when we transpose, in the place of E, or 7, we shall sing what !- E-flat, or flat-7.

Then when B-flat is taken for 1, how many flats will we have !- Two.

What will they be !- B-flat and E-flat.

What, then, is the signature to the key of B-flat !- B-flat and E-flat, or two flats.

The teacher may, if he thinks best, draw a diagram on the board, to show the class that the rule, "Flat-7," etc., will hold good in this transposition as in the first.

## SCALE IN KEY OF B.FLAT.

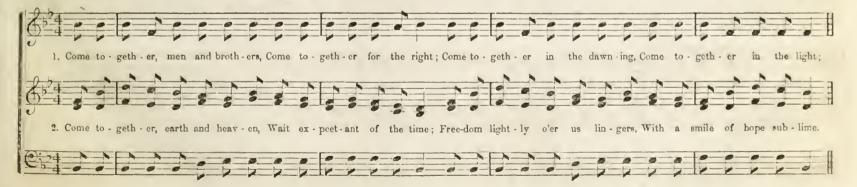


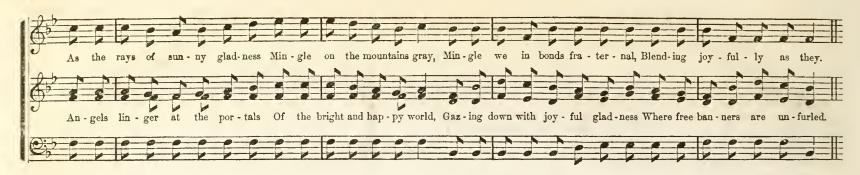
What is the rule for transposing when we move the scale a fourth!—"Flat-7," etc. What is the rule when we move the scale a fifth!—"Sharp-4," etc. How far did we transpose when we went from C to F!—A fourth. What is the signature to the key of F!—One flat (B-flat). How far did we transpose when we went from F to B-flat!—A fourth. What is the signature to the key of B-flat!—Two flats (B-flat and E-flat). In what key is the next tune written!

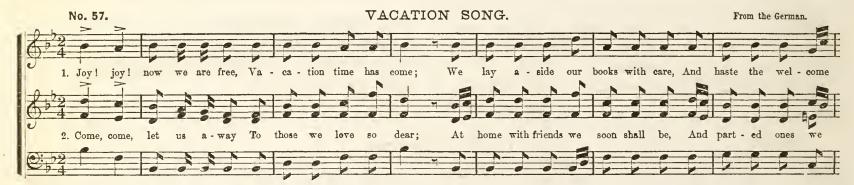
No. 56.

### COME TOGETHER.

How do you know !



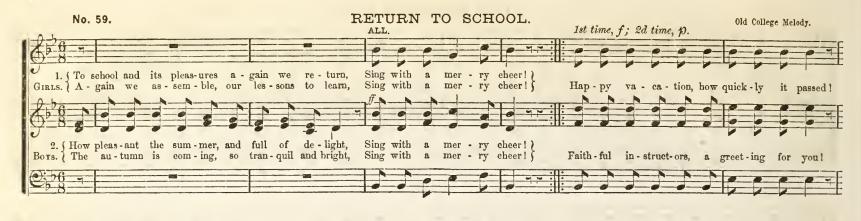






- 3. Wake, wake np with the dawn,
  And roam the fields so gay;
  Our hearts are bounding with delight,
  The summer days are long and bright;
  The forest glades are ringing
  With singing.
- 4. Joy! joy! now we are free,
  Vacation time has come;
  We lay aside our books with care,
  And haste the welcome smile to share
  Of nature's woodland, ringing
  With singing.







### CHAPTER XXI.

# TRANSPOSITION - THREE FLATS.

TEACHER. We will now transpose the seale again, following our rule. What pitch is 4 in the key of B-flat !-- Answer. E-flat.

Very well; then we will take the pitch E-flat for 1 in this transposition. But if we do, we shall sing flat-7 of the old key; what pitch is 7 in the key of B-flat?—A. Then instead of A we will sing what?—A-flat.

How many flats, then, will we have as the signature to the key of E-flat?-Three. What are they ?-B-flat, E-flat, and A-flat.







### CHAPTER XXII.

## TRANSPOSITION - FOUR FLATS.

TEACHER. Once more we will transpose the scale a fourth. What pitch is 4 in the key of E-flat?—Answer. A-flat.

Our next key, then, is A-flat. Changing 7 of the old scale for flat-7, we will have what !-D-flat.

How many flats, then, have we as the signature to A-flat?—Four.

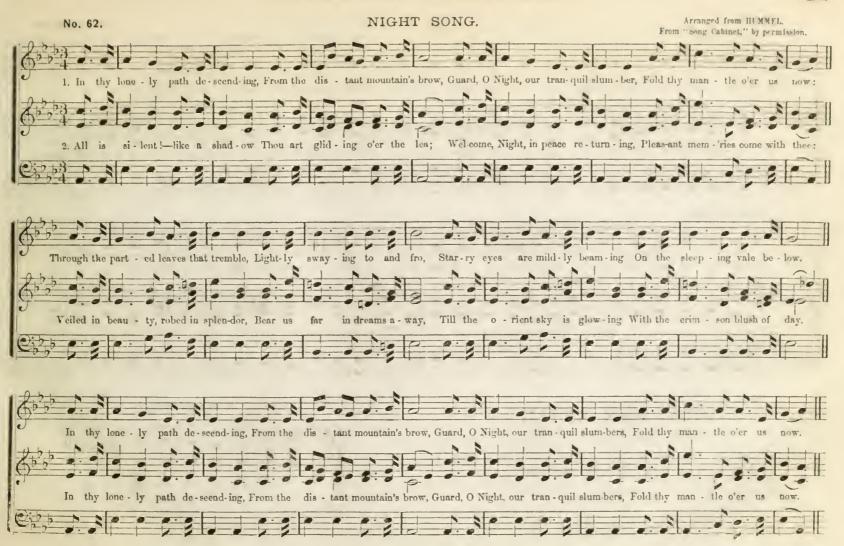
What are they !-B-flat, E-flat, A-flat, and D-flat.

In what key is the tune on the opposite page written?

How do you know ?

### SCALE IN KEY OF A-FLAT.







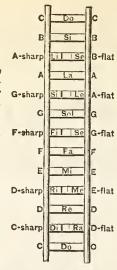


### CHAPTER XXIV.

## CHROMATIC SCALE.

The teacher may, with the aid of an instrument, teach the class to sing the Chromatic Scale. He can best do this by taking a part at a time. Thus, teacher says, "Listen." Teacher plays and sings Do Di Re.\* Class sings it after him. Then teacher sings Re Ri Mi. Class sings it. Then the teacher, Do Di Re Ri Mi. Class sings it after him. In this way the teacher may, in a short time, teach the class to sing the Chromatic scale, ascending and descending.

TEACHER. The class will have observed that the intermediate tone which comes between any two tones forming an interval of a step, is named, is going up the scale, from the last tone below, and in descending the scale, from the last tone above. Thus, the tone half-step above C is called C-sharp, and the same tone in descending the scale is called D-flat. The scale represented with all the intermediate tones is called the Chromatic Scale.



#### CHROMATIC SCALE, ASCENDING.



### CHROMATIC SCALE, DESCENDING.



The teacher should continue to practise the exercise songs in the different keys; always

requiring the class to beat the time; and the tessons should be constantly reviewed by questions, such as:

In what key is Exercise song No. -?

How do you know?

What kind of time is represented?

What number of the scale is the first tone in the troble?

What is the pitch?

What number of the scale is the first tone in the base! etc

-madicare-

### CHAPTER XXV.

## THE MINOR SCALE.

TEACHER. In all of our practice thus far we have used only the Major Scale. From the Major Scale, however, may be formed another, called its Relative Minor Scale.

Teacher and class sings the Major Scale in the key of C.

Now let the teacher commence at 1 and sing down to 6 below (Do Si La), and stop.

What number of the scale did I sing last?-6 below.

What is the pitch of 6 below in the key of C?—A.

Commencing with this tone (6 below), a new scale may be formed which is called the Relative Minor to the scale which we have just sung.

#### HARMONIC MINOR SCALE.



After carefully practising the Minor Scale, the teacher may call the attention of the class to another form of the Minor Scale, which is sometimes used, and which is called the Melodio Minor.

#### MELODIC MINOR SCALE.



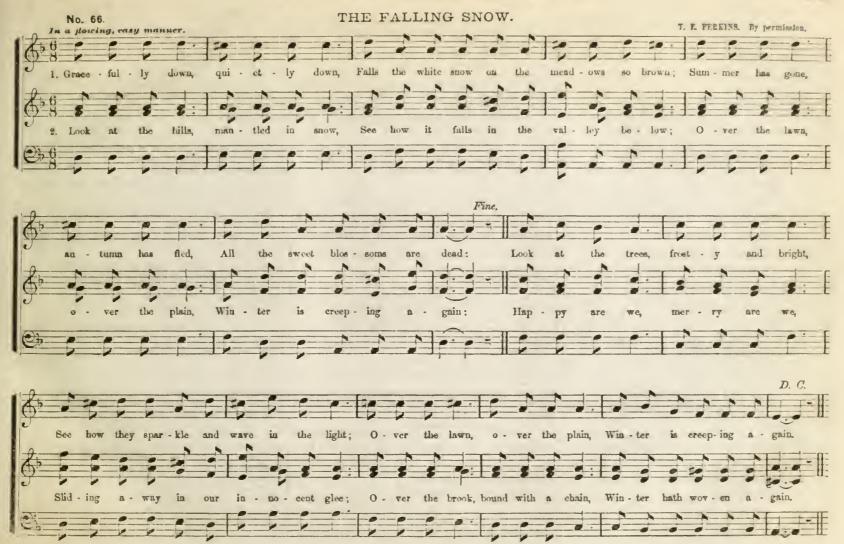
As the Harmonic form of the Minor Scale is the one most frequently used, we have only introduced exercises in that scale. It will be well for the teacher to practise with the class the Minor Scale in all of the different keys.

<sup>\*</sup> The syllables of the Chromatic scale are pronounced Doe Dee Ray Ree Mee Fah Fee Sole See Lah Lee See Doe; Doe See Say Lah Lay Sole Say Fah Mee May Ray Rah Doe.

### MAJOR SCALES, WITH THEIR RELATIVE MINORS.







A-an Italian preposition, meaning to, in, by, at, &c. Accelerando—accelerating the time, gradually faster and faster. Adagio, or Adasio-slow. Adagio Assai, or Molto-very slow. Ad Libitum-at pleasure. Affettuoso-tender and affecting. Agitato-with agitation. Alla Capella-in Church style. Allegro—quick. Allegro Assai—very quick. Allegretto-less quick than Allegro. Allegro ma non Troppo-quick, but not too quick. Amabile-in a gentle and tender style. Amateur—a lover but not a professor of music. Amoroso, or Con Amore—affectionately, tenderly. Andante-gentle, distinct, and rather slow, yet connected. Andantino-somewhat quicker than Andante. Animato, or Con Anima—with fervent, animated expression. Animo, or Con Animo-with spirit, courage, and boldness. Antiphone—music sung in alternate parts. Ardito-with ardor and spirit. Arioso—in a light, airy, singing manner. A Tempo-in time. A Tempo Giusto-in strict and exact time. Ben Marcato-in a pointed and well-marked manner. Bis-twice. Brillante-brilliant, gay, shining, sparkling. Cadence—closing strain; also a fanciful, extemporaneous embellishment at the close of a song. Cadenza—same as the second use of Cadence. See Cadence. Lamentevole, Lamentando, Lamentibile—mournfully. Calando-softer and slower. Cantabile—graceful, singing style; a pleasing, flowing mel-Canto-the treble part in a chorus. Choir-a company or band of singers; also that part of a church appropriated to the singers. Chorist, or Chorister—a member of a choir of singers. Col, or Con-with. Col Arco-with the bow. Comodo, or Commodo—in an easy and unrestrained manner. Con Affetto-with expression. Con Docessa-with delicacy. Con Dolore, or Con Duolo-with mournful expression. Conductor—one who superintends a musical performance; same as Music Director. Con Energico-with energy. Con Espressione-with expression. Con Fuoco-with ardor, fire. Con Grazia—with grace and elegance. Con Impeto-with force, energy. Con Justo-with chaste expression. Con Moto-with emotion.

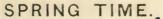
Con Spirito-with spirit, animation,

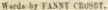
Coro-Chorus. Da—for, from, of. Da Capo—from the beginning. Decani—the priests, in contradistinction to the lay or ordinary choristers. Declamando-in the style of declamation. Decrescendo-diminishing, decreasing. Devozione-devotional. Dilettante—a lover of the arts in general, or a lover of music. Di Molto-much or very. Divoto-devotedly, devoutly. Dolce-soft, sweet, tender, delicate. Dolcemente, Dolcessa, or Dolcissimo. See Dolce. Dolente, or Doloroso-mournful. Doloroso-in a plaintive, mournful style. E-and. Elegante-elegance. Energico, or Con Energia-with energy. Espressivo—expressive. Fine, Fin, or Finale—the end. Forzando, Forz., or Fz.—sudden increase of power <. Fugue, or Fuga-a composition which repeats or sustains, in its several parts throughout, the subject with which it commences, and which is often led off by some one of Fugato-in the fugue style. Fughetto-a short fugue. Giusto-in just and steady time. Graziozo-smoothly, gracefully. Grave-slow and solemn movement. Impressario-manager of Concerts or Operas. Lacrimando, or Lacrimoso-mournful, pathetic. Larghetto-slow, but not so slow as Largo. Larghissimo-extremely slow. Largo-slow. Legato-close, gliding, connected style. Lentando-gradually slower and softer. Lento, or Lentamente-slow. Ma-but. Maestoso-majestic, majestically. Maestro Di Capella-chapel master, or conductor of church music. Marcato-strong and marked style. Messa Di Voce-moderate swell. Moderato, or Moderatamente-moderately, in moderate time. Molto-much or very. Molto Voce-with a full voice. Morendo-gradually dying away. Mordente-a beat, a transient shake. Mosso-emotion. Moto-motion. Andante Con Moto-quicker than Andante. Non, Non Troppo-not too much. Orchestra—a company or band of instrumental performers; also that part of a theatre occupied by the band.

Pastorale-applied to graceful movements in sextuple time. Perdendo, Perdendosi same as Lentando. Piu-more. Piu Mosso-with more motion, faster. Pizzicato-snapping the violin string with the fingers Poco—a little. Poco Adagio—a little slow. Poco a Poco-by degrees, gradually. Portamento-the manner of sustaining and conducting the voice from one sound to another. Precentor—conductor, leader of a congregation. Presto-quick. Prestissimo-very quick. Rallentando, or Allentando, or Slentando-slower and softer by degrees. Recitando—a speaking manner of performance. Recitante-in the style of recitative. Recitative-musical declamation. fpower. Rinforzando, Rinf., or Rinforzo-suddenly increasing in Ritardando-slackening the time. Semplice-chaste, simple. Sempre - throughout, always; as, Sempre Forte - loud throughout. Senza-without; as, Senza Organa-without the organ. Sforzando, Sforzato-with strong force of emphasis, rapidly diminishing >. Siciliana—a movement of light, graceful character. Smorendo, Smorzando-dying away. Soave, Soavement-sweet, sweetly. See Dolce. Solfeggio-a vocal exercise. Solo-for a single voice or instrument. Sostenuto—sustained. Sotto-under, below. Sotto Voce-with subdued voice. Spirito, Con Spirito-with spirit and animation. Staccato-short, detatched, distinct. Subito-quick. Tace, or Tacet-silent, or be silent. Tardo-slow. Tasto Solo-without chords. Tempo-time. Tempo a Piacere-time at pleasure. Tempo Giusto-in exact time. Ten., Tenuto-hold on. See Sostenuto. Tutti-the whole, full chorus. Un-a; as, Un Poco-a little. Va-go on; as, Va Crescendo-continue to increase. Verse-same as Solo. Vigoroso-bold, energetic. Vivace-quick and choerful. Virtuoso-a proficient in art. Voce Di Petto-the chest voice, Voce Di Testa-the head voice. Voce Sola-voice alone. Volti Subito-turn over quickly



WM. F. SHEEWIN







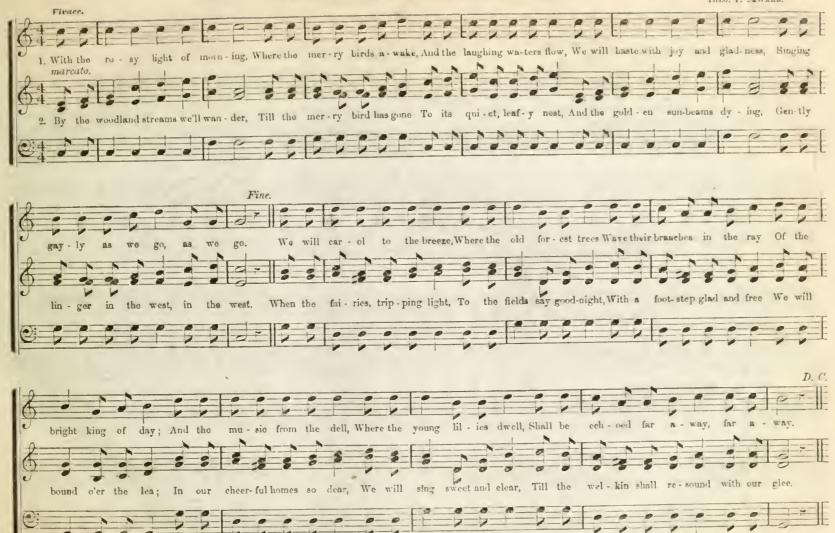






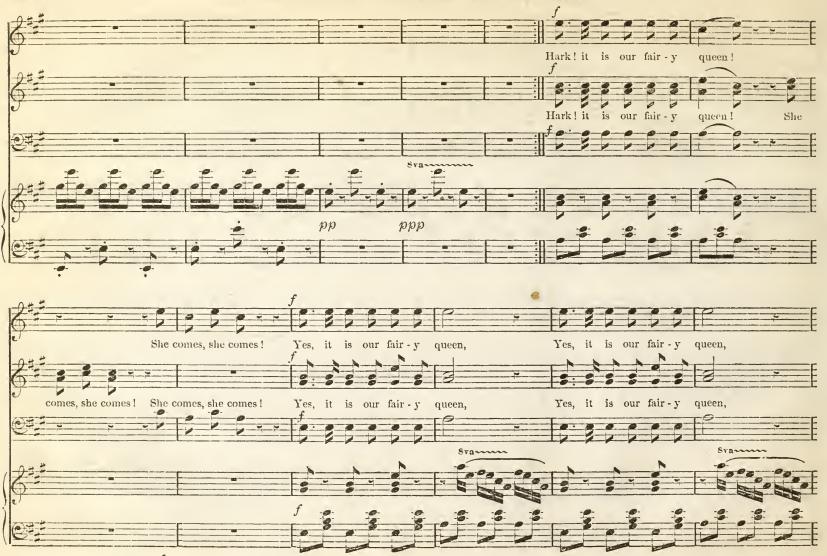
- 3 O songs of the beautiful, songs of the blest,
  Breathing hope to the spirit, and balm to the blest,
  Still around us your Paradise—music shall roll,
  Still whisper of Christ to each sin-laden soul!
- 4 O songs of the beautiful, songs of the blest,
  We are but earth-pilgrims here, longing for rest;
  Dear fathers, dear mothers, all households that long
  For the smile of the Lord, and the glorified's song.
- 5 O songs of the beautiful, songs of the blest, Thus breath'd by the East on the hearts of the West. In your sweet music swelling from Calvary's sod, We have merey and Paradise promised by God!



















Jing-a - ling, jing-a - ling, Jing-a - ling, jing-a - ling,































## THE FOUNTAIN. Temperance Glee.

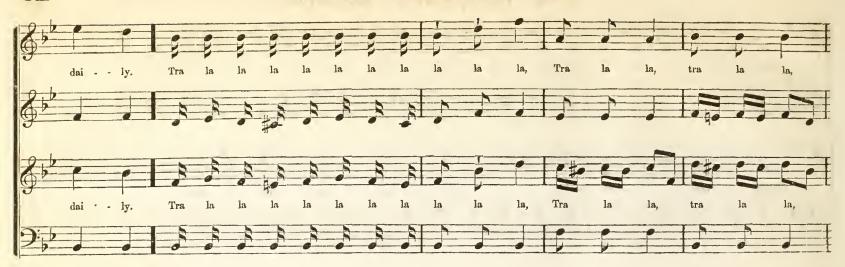








Sing - ing, sing - ing, (Same words as under Alto.)





4.

Then drink away, boys, freely drink,
Yes, drink, drink, drink;
Fill your cups, fill to the brink,
Fill to the brink.
Sparkling little fountain, &c.
Foaming, foaming, &c.

5.

A bumper now to ladies all,
To ladies all;
To ladies short, and ladies tall,
I like them all.
Sparkling little fountain, &c.
Ladies, ladies, &c.



























3 In rural cot or princely hall,
Tis music lends a charm to all;
The same enchanting echoes fall
And lighten every sorrow;
Around the happy, social hearth,
Where love and friendship base their birth,
The simple lay of joyous mirth
Proclaims a bright to-morrow;
Sing till the heart beats high with joy,
Sing till the soul is full of song,
[: Singing, singing, singing, singing,
Singing cheerily all day loog, :]







NOTE.—In the Whistling Duet let the ladies all sing the melody using the syllable ia, while the gentlemen all whistle.









a · · wav,

A · way to the field, a · way to the field,

ves, And swift -ly shall fall The wav ing grass tall,

A .

sluggards are we, But will-ing and free, A - wav,



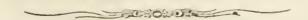






SLEEP. MY DARLING. Andante teneramente. Welsh Melody. 1st Soprano. rall. " a tempo. May good angels vi-gil keep 1. Sleep, my darling, take thy rest, Slumber sweetly thro' the night, Pillow'd on a mother's breast; Slumber till the morning light: While thine eyes are clos'd in sleep. 2d Soprano. 2. May their kind and fost'ring care Sleep, my darling, take thy rest, Pillow'd on a mother's breast. Oh, a-bove thy gen-tle head May their radiant wings be spread! Guard thy heart from every care;

## RHE WEER ORKE







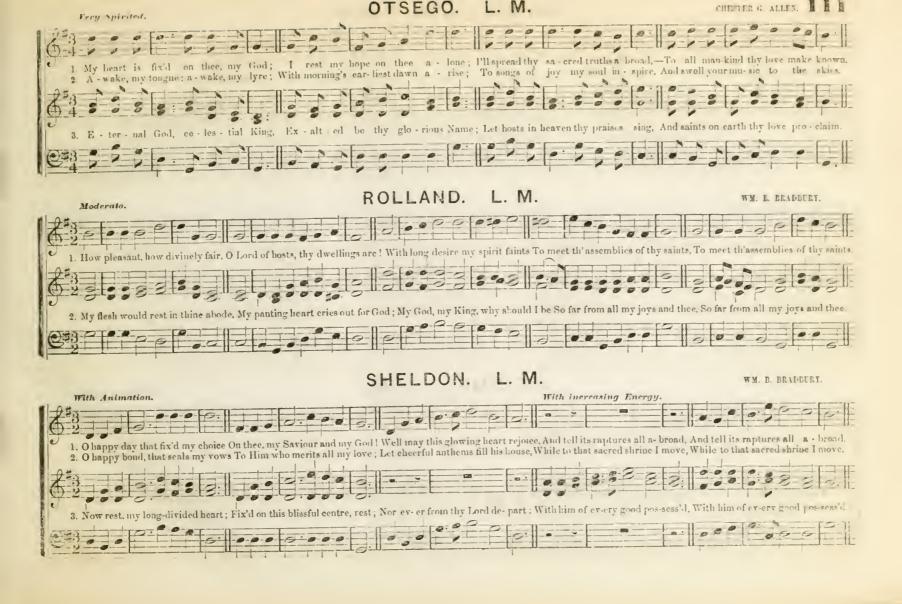




















Moderately Quick.









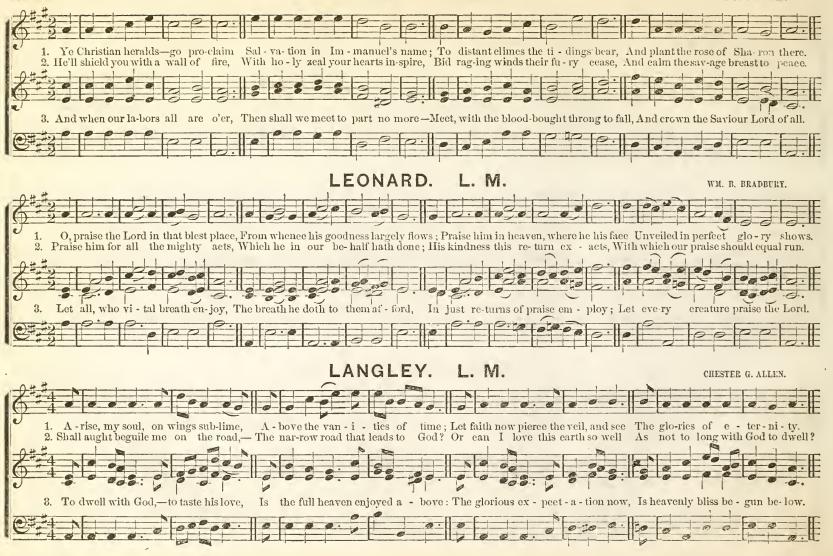
## WARFARE. L. M. Double.



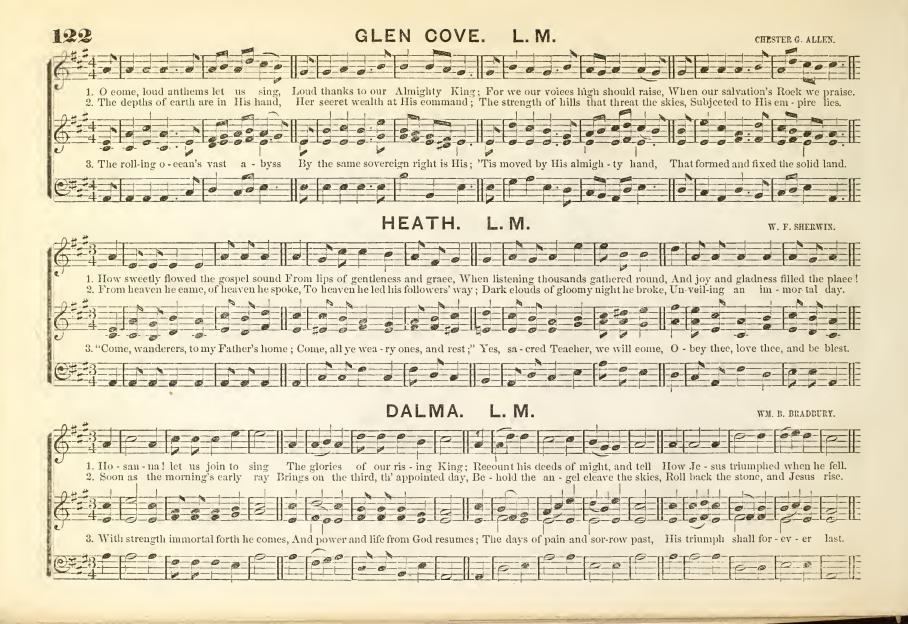
## REPENTANCE. L. M.

WM. B. ERADEURT.











<sup>\*</sup> Suited also to the hymn "'Tis midnight-and on Olive's brow."





3. Teach us to know and love thy way; And grant, to life's remotest day, By thine unerring guidance led, Our willing feet thy paths to tread, Our willing feet thy paths to tread.





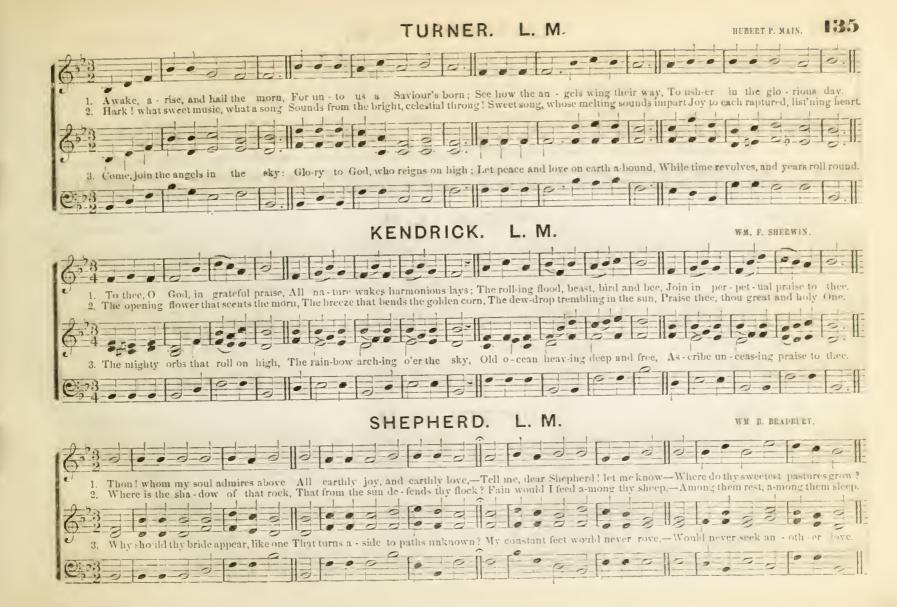




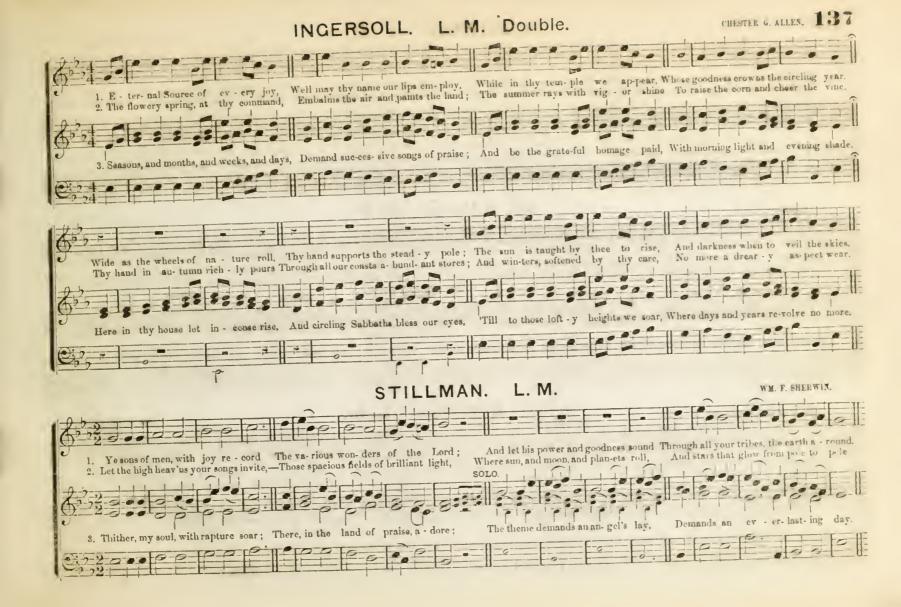














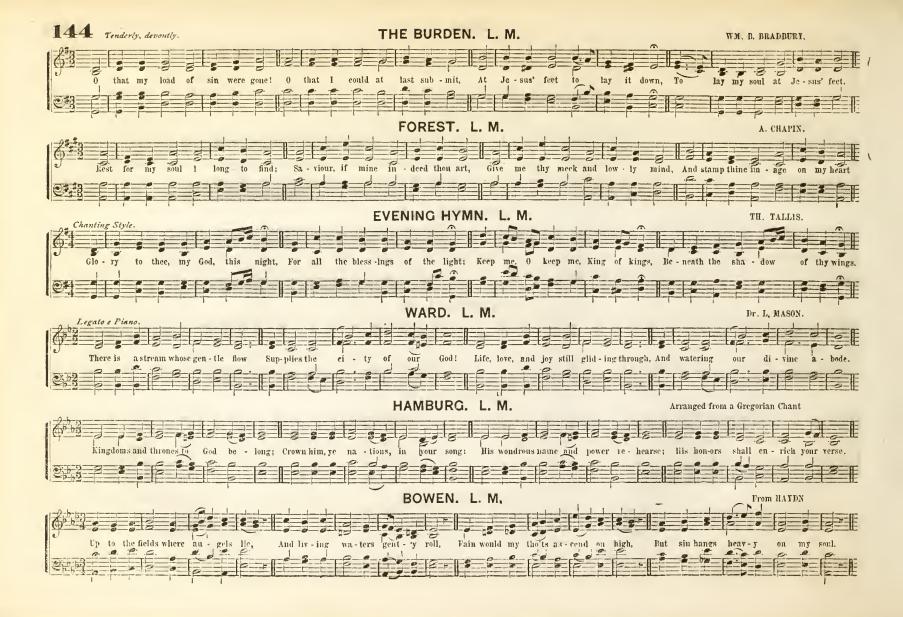














3. 'Tis like the oil, di-vine-ly sweet,

On Aa-ron's reverend head; The trickling drops per-fumed his feet, And o'er his gar-ments spread.































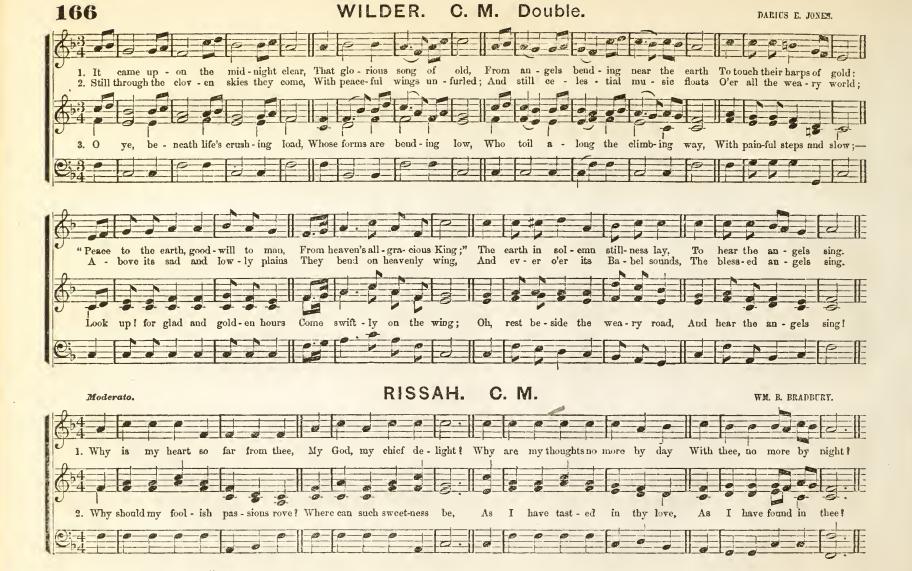


























With great Tenderness.











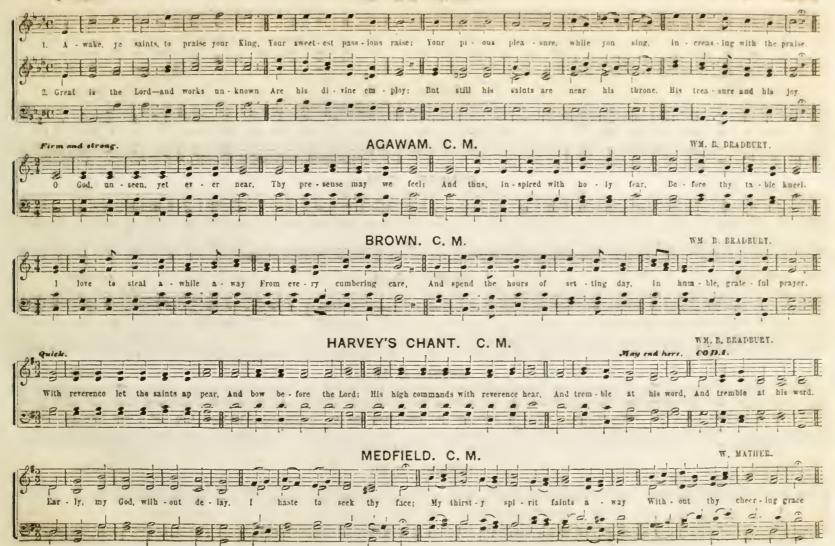


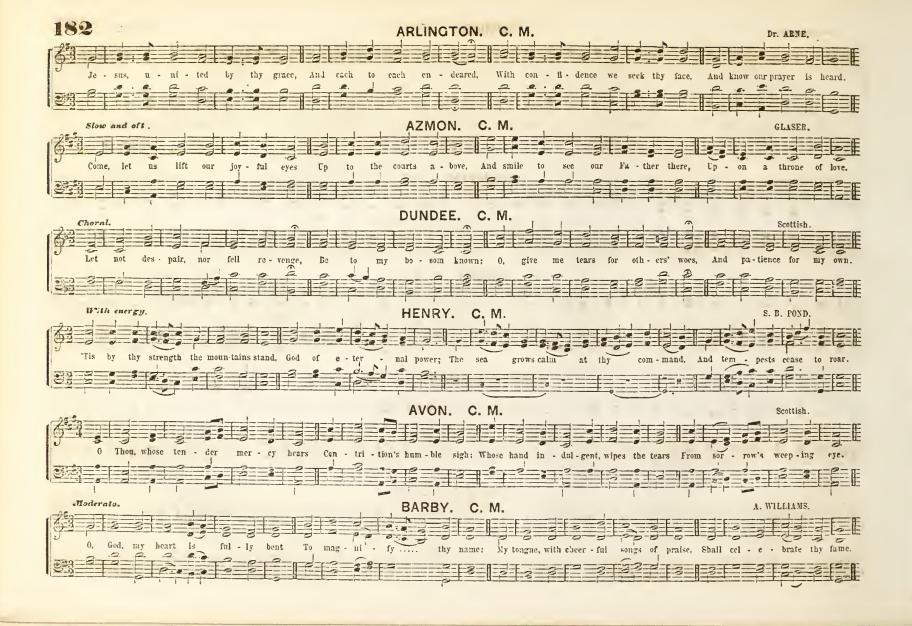






C. ZEUNER.

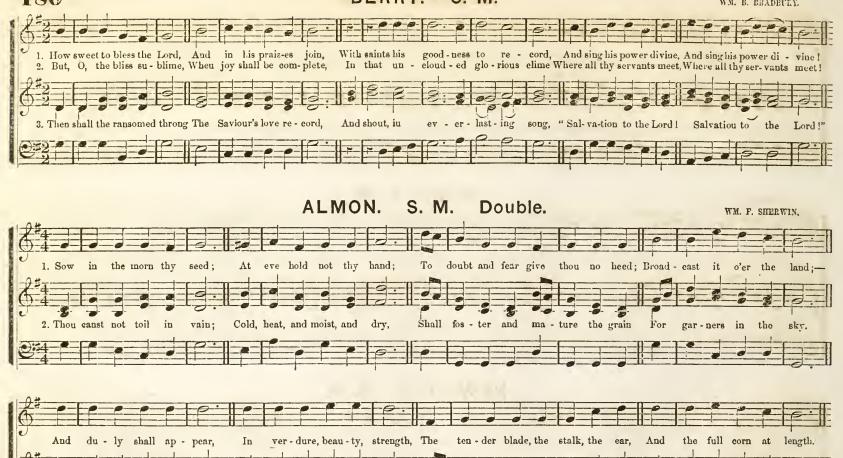






























4. Then will I hum-bly wait, Nor once in-dulge des - pair: My sins are great, but not so great As his com - pas - sions are.

If still he si - lence keep,

'Tis but my faith to try; He knows and feels when - e'er I weep, And soft - ens eve - ry sigh.













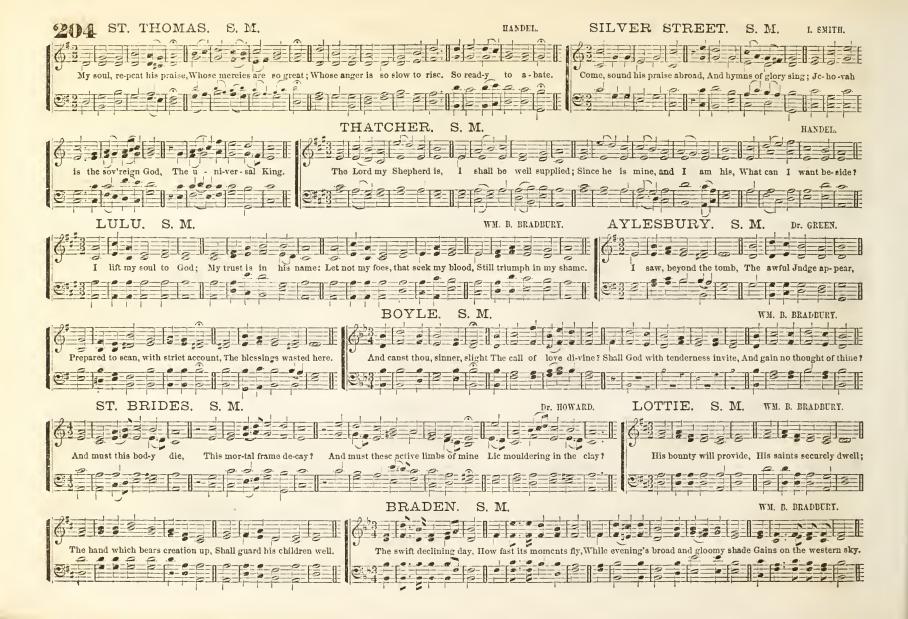
- 2 Grace first contrived the way To save rebellious man; And all the steps that grace display, Which drew the wondrous plan,
- 3 Grace led my roving feet To tread the heavenly road; And new supplies each bour I meet, While pressing on to God.
- 4 Grace all the work shall crown, Through everlasting days: It lave in heaven the topmost stone, And well deserves the praise.



















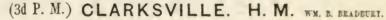






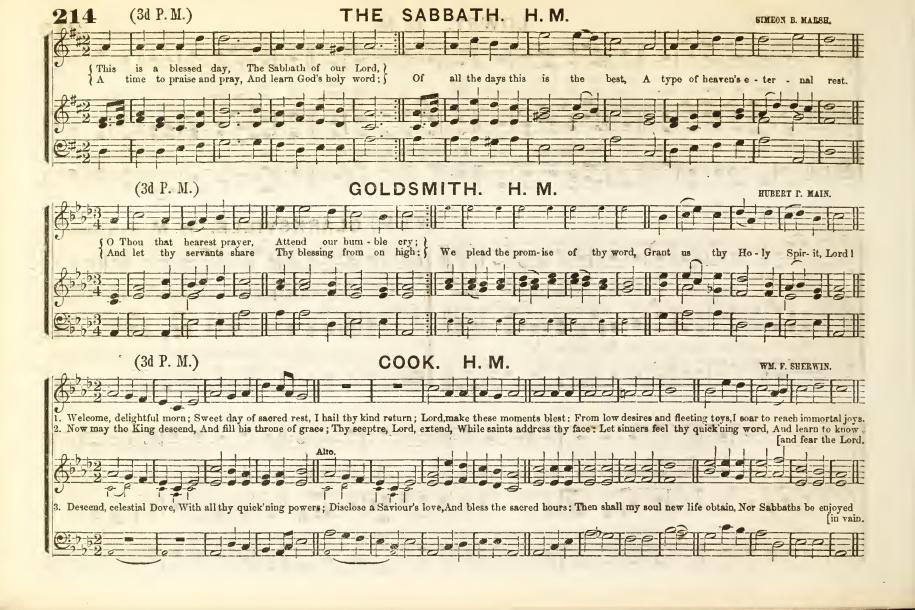




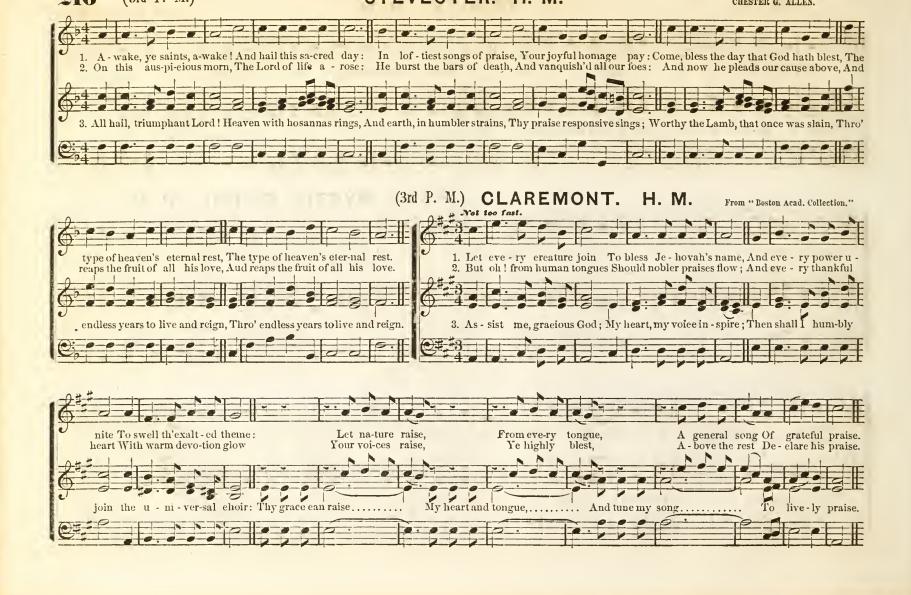








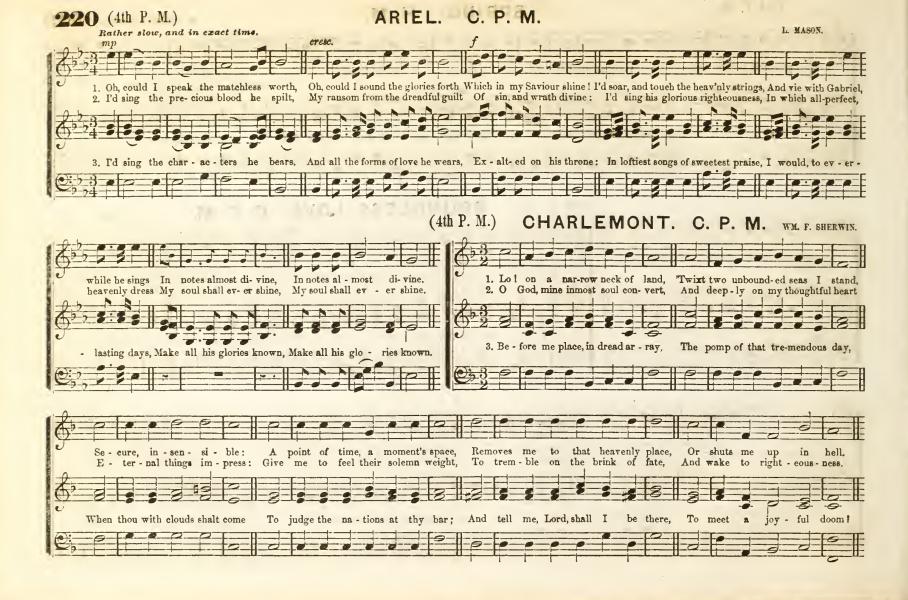










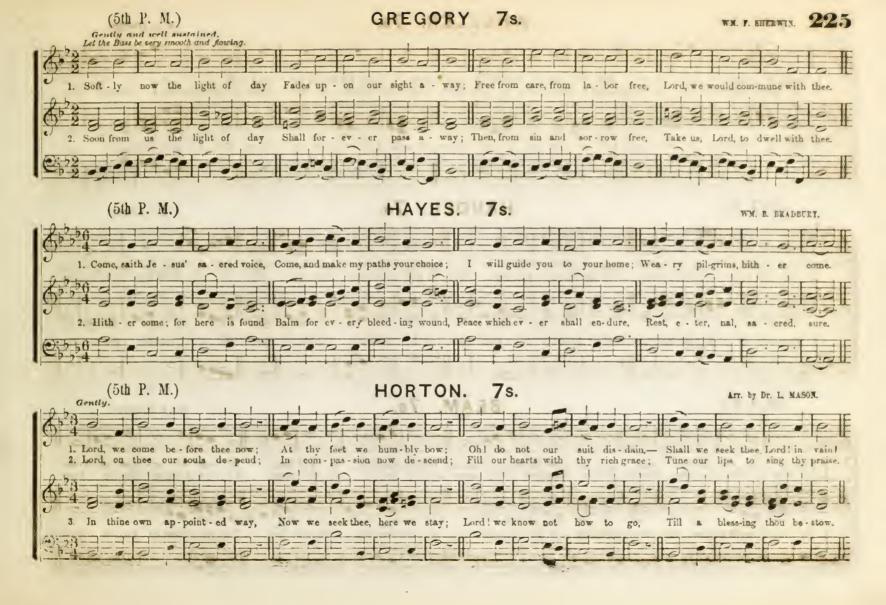
















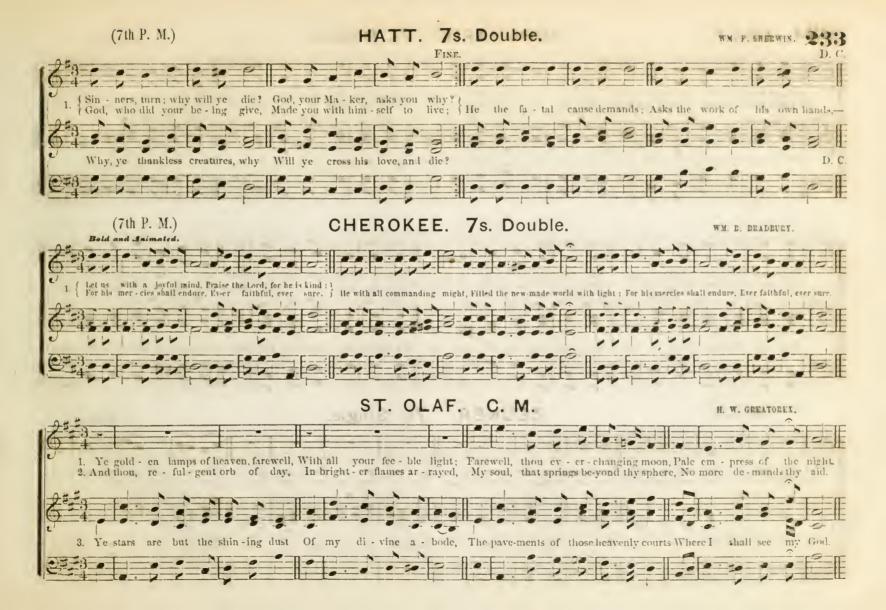










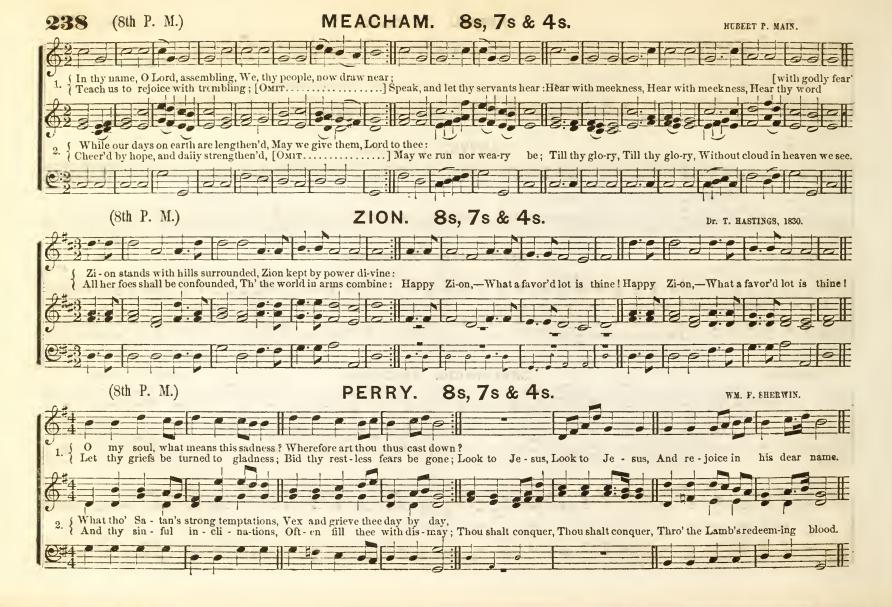














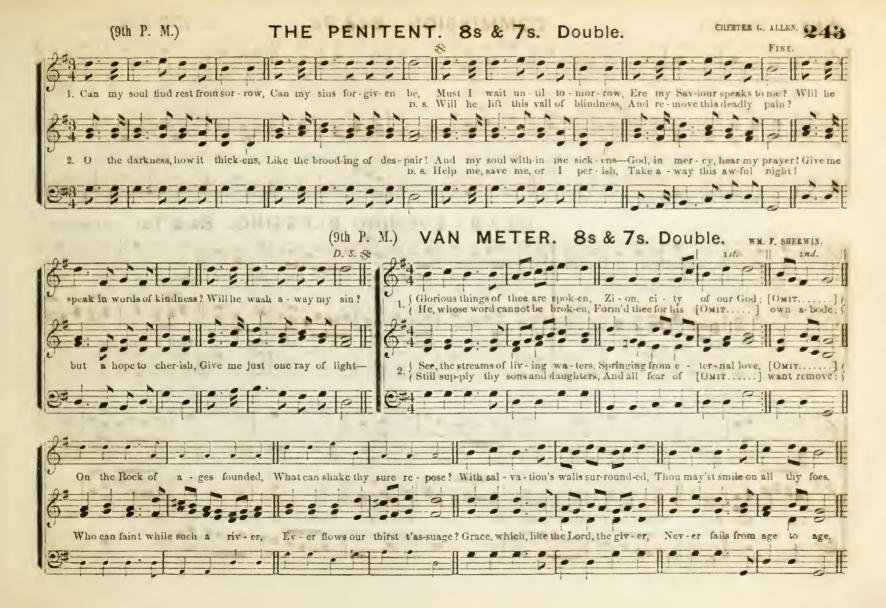




(8th P. M.) GLADDEN. 8s, 7s & 4s. WW. F. SHERWIN.



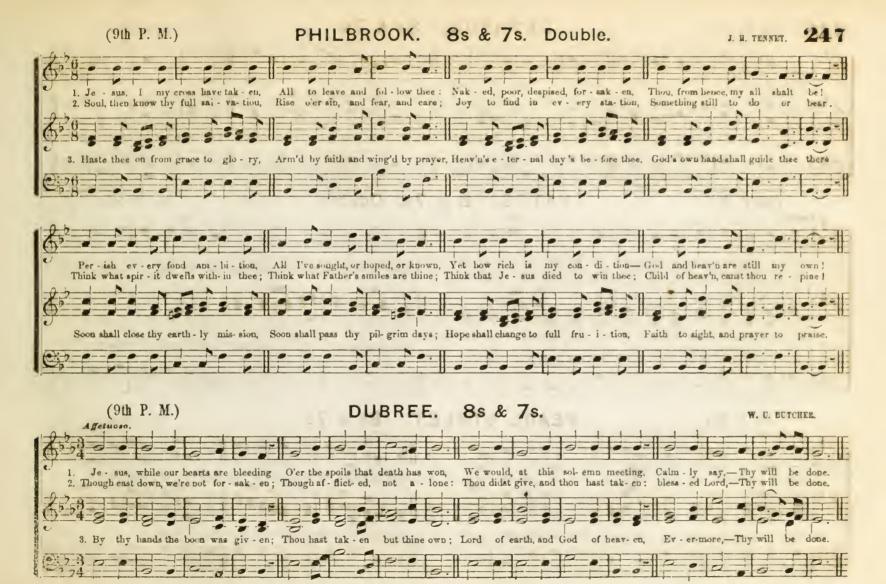




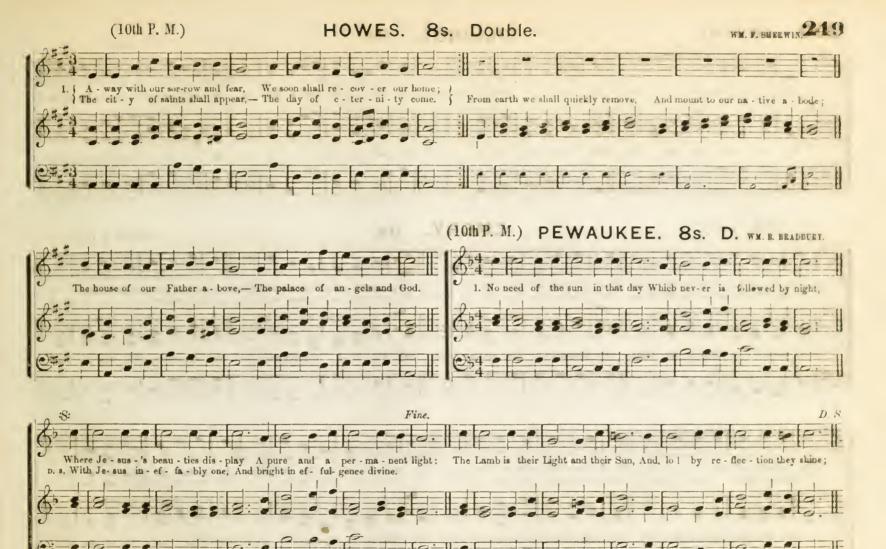




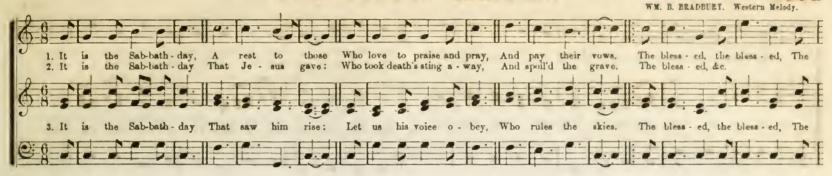
















- 8. Who, without that word of blessing, Could our dark estate have told? Sin and woe our souls distressing, Lost, and wandering from his fold; "Lov'st thou thy Saviour! feed my lambs!"
- 4. "Feed my lambs!" ye pastors, hear it! Feed the flock of bis own hand; Oh, for him, for us, revere it— Keep the Shepherd's last command: "Lov'st thou thy Saviour! feed my lambs!"



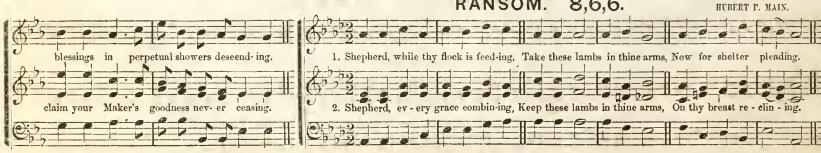




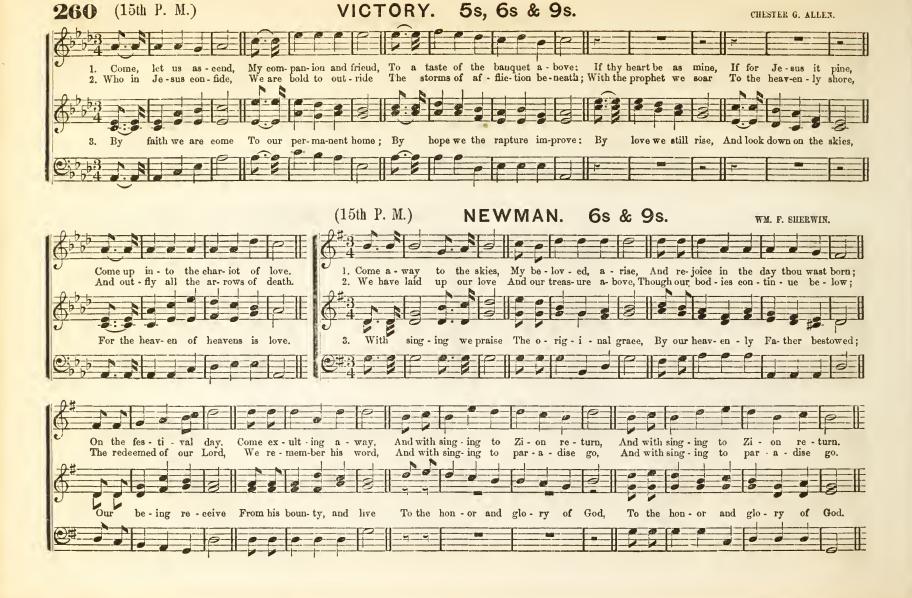
























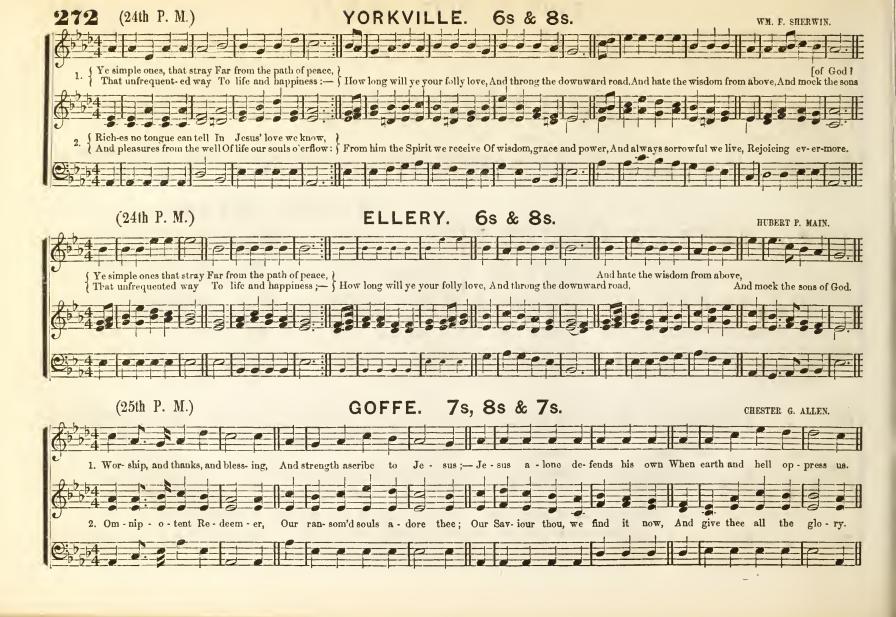
















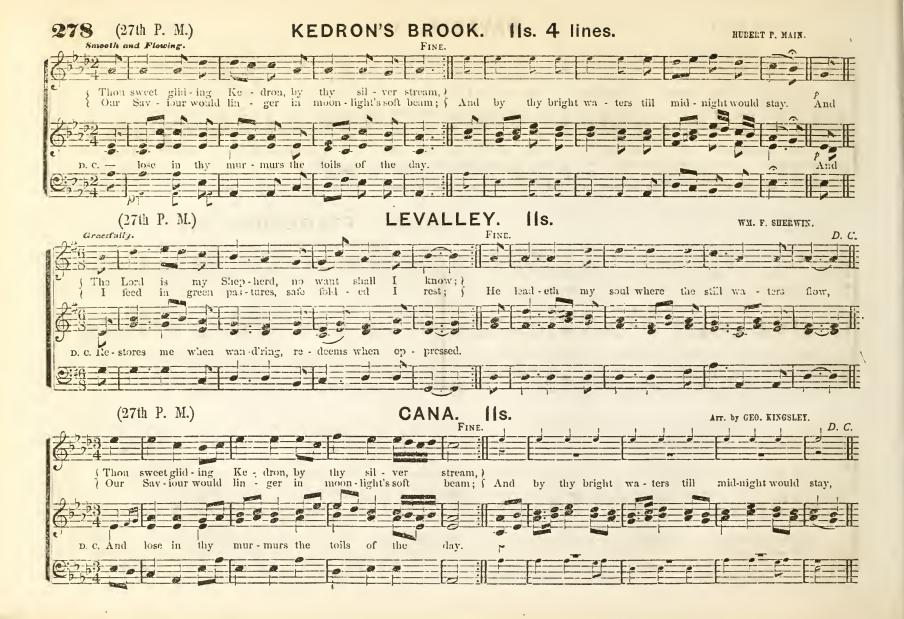


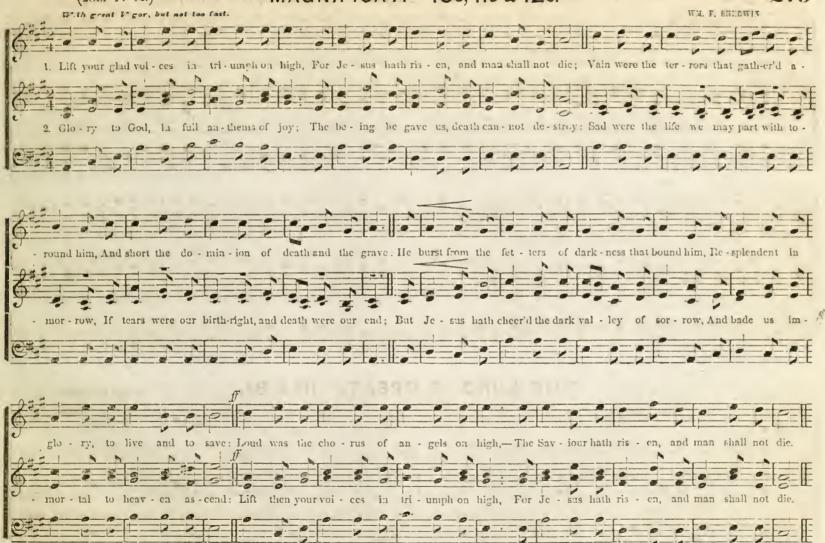










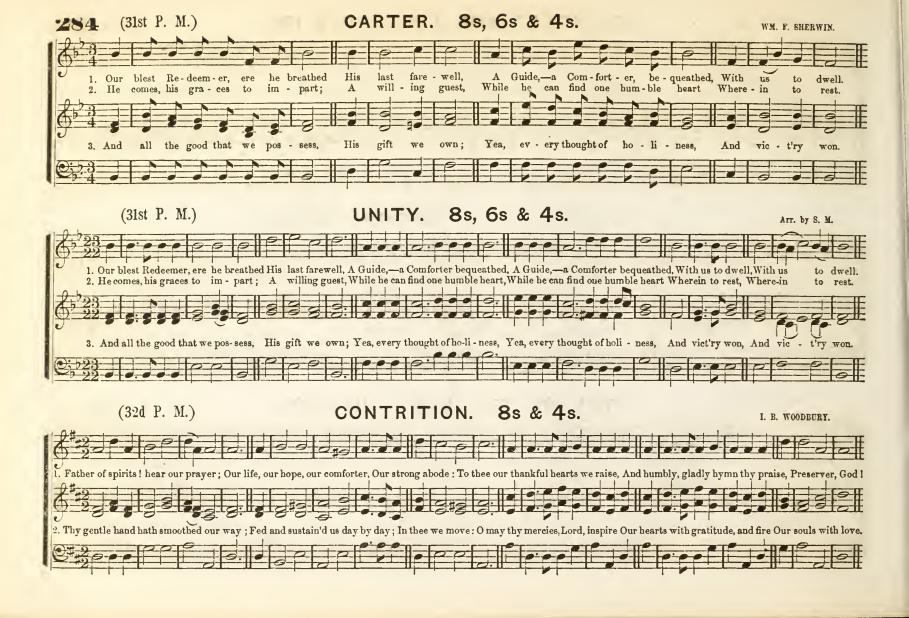






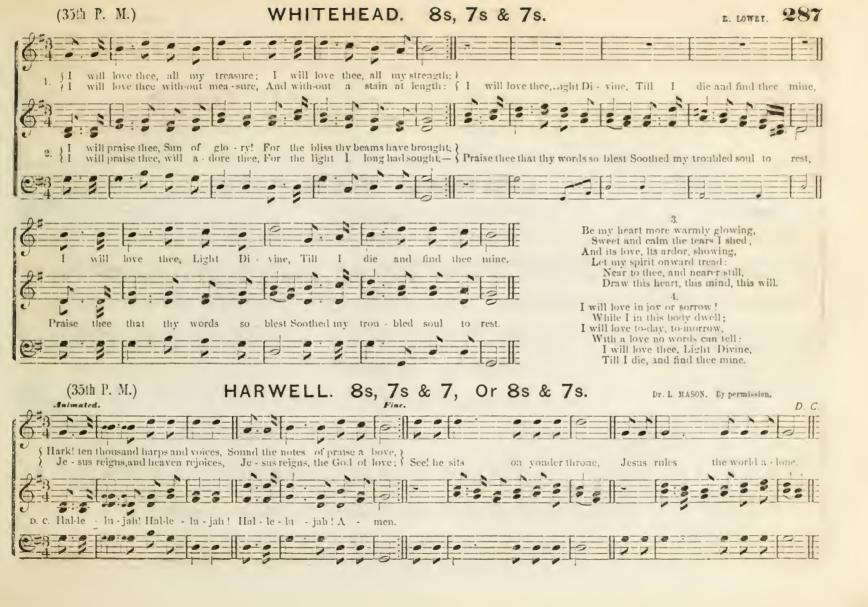






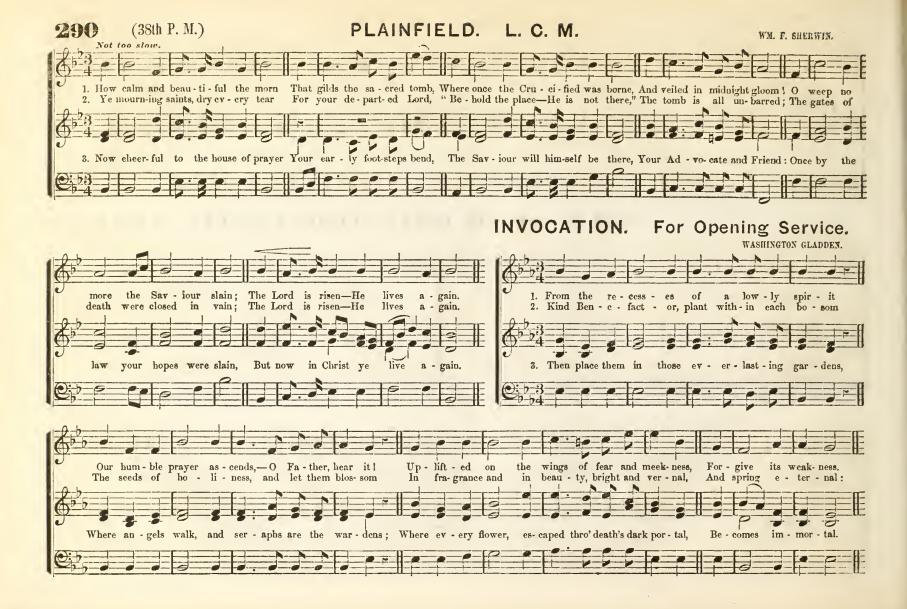




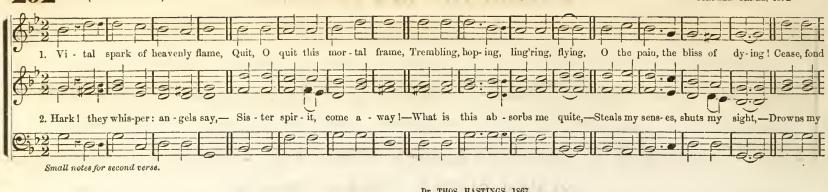


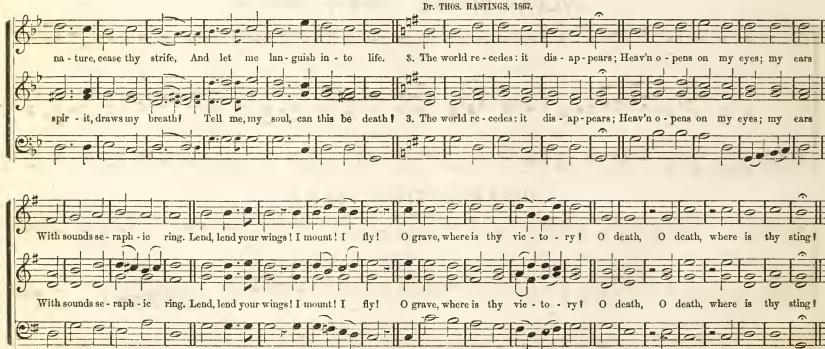




















3.

There is a scene where spirits blend, Where friend holds fellowship with friend; Though sundered far, by faith we meet Around one common mercy-scat.

4.

There, there on eagle wings we soar, And sense and sin seem all no more; And heaven comes down our souls to greet, And glory crowns the mercy-seat.

5.

Oh! let my hand forget ber skill, My tongue be silent, cold and still, This bounding heart forget to beat, If I forget the mercy-seat,





#### PASTOR'S WELCOME.

For Ordination or Installation.

1. By our Father called to labor
In the cause we love so dear,
Take, O take our warmest greeting—
Faithful Pastor, welcome here!
We are gathered where the glory
Of the Lord so oft has shone;
While around this sacred altar,
Precious seasons we have known.

#### CHORUS.

Welcome here! welcome here! Faithful Pastor, welcome here!

- 2. Sound aloud the trump of Zion,
  Let its joyful tones be heard—
  Full salvation, grace unbounded,
  Free to all through Christ the Lord:
  Warn the careless, win the erring,
  Cheer the mourner, help the weak,
  Preach the word of God with boldness,
  He will tell thee what to speak—Сно.
- 3. Fear thou not, though duty press thee,
  As thy day thy strength shall be;
  Sow thy seed and wait with patience,
  There's a harvest-time for thee:
  When thy work of love is ended,
  Be it thine a crown to wear,
  With the souls our Goll will give thee
  Set like fadeless jewels there.—Сно.

## GIVE US, DEAR SAVIOUR, TO EAT.

"He answered and said unto them ;- Give ye them to eat,"-Mark, vi. 37, Words by FANNY CROSBY. CHESTER G. ALLEN for the des - ert is lone - ly, Here have we lin - gered till close of the day, Fa - ther, 'tis night - fall, thy a faith that is firm and a - bid - ing. Faith that re - lies on thy prom - ise a - lone; Will - ing to trust thee and 2. Grant us of thy soul-cheer-ing pres - ence, Drop-ping like rain, as we jour-ney a long; Nourished and fed from thy chil dren are hun - gry, Lord, we shall faint if thou send us a - way; Rug - gcd and cold are the mount-ains be - fore wait for thy bless - ing, Plead - ing no mer . it, no worth of its own; Where shall we turn for the sun-light of com - fort. store-house of mer - ev, Love be our watch-word and Je - sus our song; On - ly in thee is our If we must per - ish we'll die at thy feet; Thou hast the breadthat en - dur eth for - ev - er; Sav - iour, dear Sav - iour, O give us to eat, Where but to thee in this bar - ren re-treat? Still do we hun-ger and thirst in the des - ert: Sav - iour, dear Sav - iour, O give us to eat. On - ly in thee is our rap-ture complete; If but the crumbs that may fall from thy ta - ble-Sav-iour, dear Sav-iour, O give us to eat,

### AGAIN THE DAY RETURNS.

(For opening Morning Service.)

WM. F. SHERWIN.

















#### HARK! WHAT MEAN THOSE HOLY VOICES?

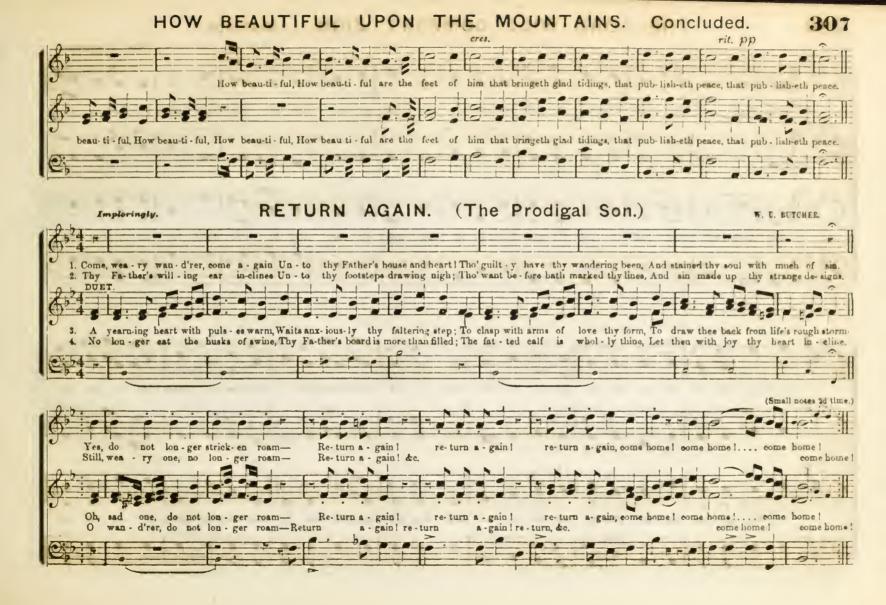


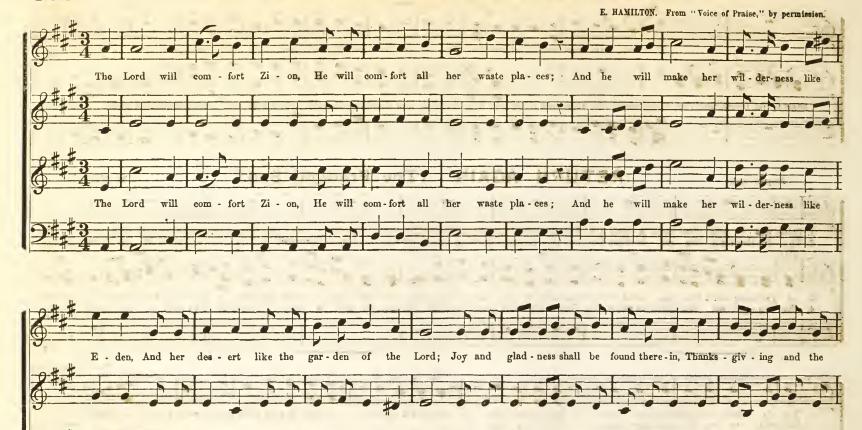


# CHRIST THE KING OF GLORY.









E - den, And her des - crt like the gar - den of the Lord; Joy and glad-ness shall be found there-in, Thanks - giv - ing and the













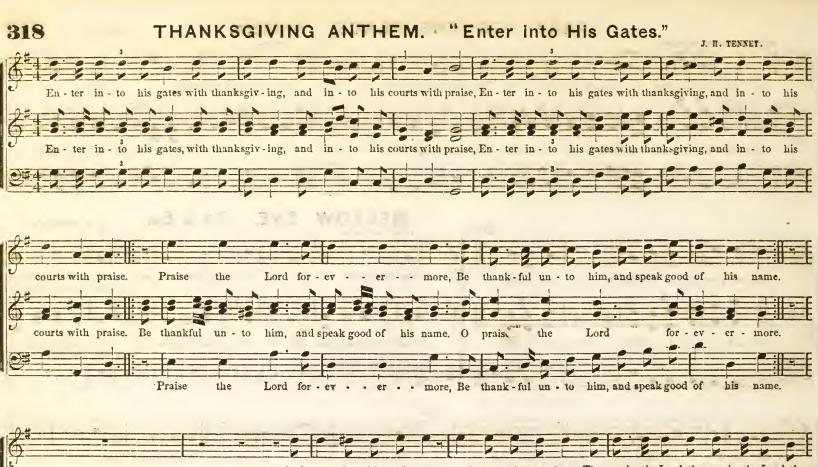










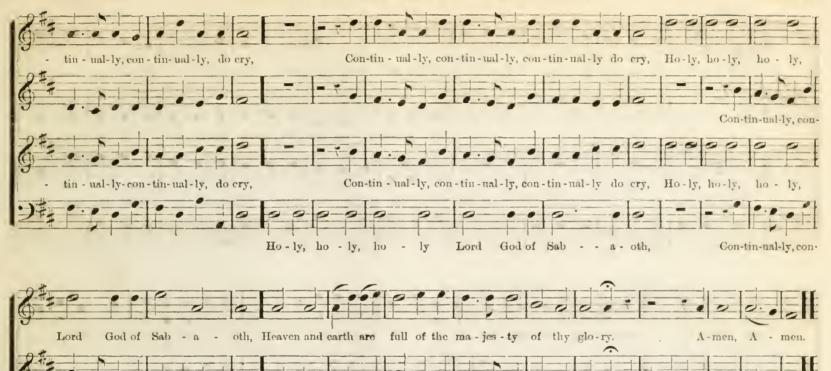


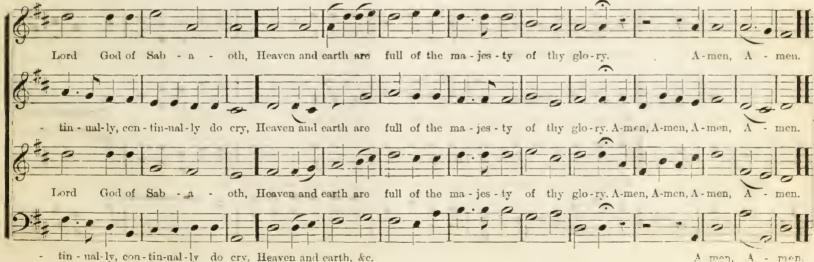










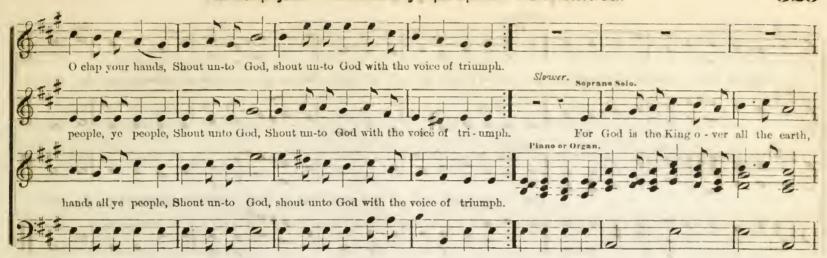






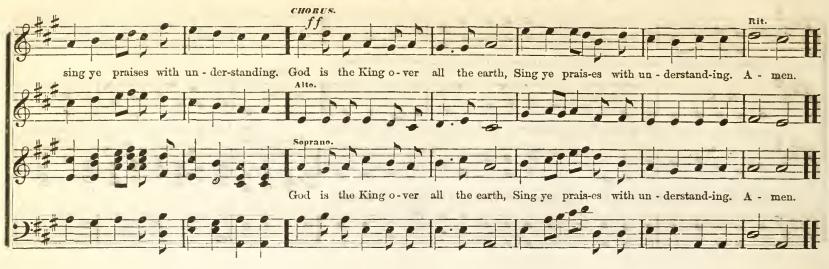








"O clap your hands all ye people." Concluded.





















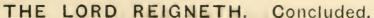
\*Alto may be omitted ad libitum.



## COME AND WELCOME.









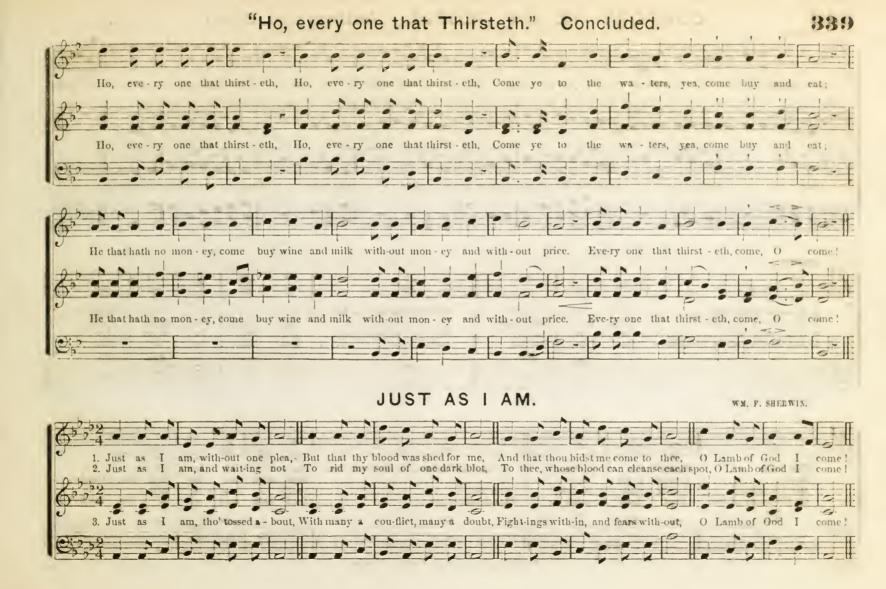




## WHEN, AS RETURNS THIS SOLEMN DAY.



















- 8 Praise the Lord with loud bosannas,
  Praise him with the mighty throng.
  Write his name upon your banners,
  Be his praise your battle-song!
  Cho.—Praise him, &c.
- 4 Praise the Giver of salvation,
  Praise him every clime and tongue;
  Heaven and earth, and all creation
  Shout aloud in joyful song!
  Cho.—Praise him, &c.

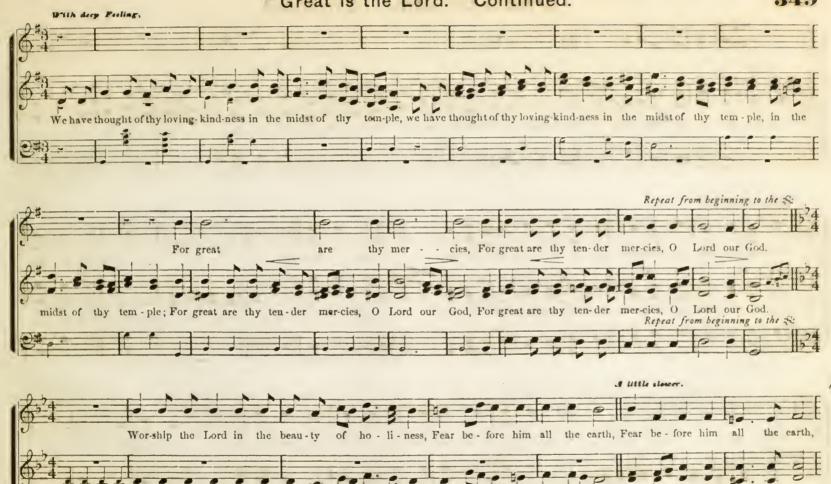












ho - li - ness, Fear be - fore him all the earth, Fear be - fore him all























## SING, O SING. Continued.







## ANTHEM. We Praise Thee, O God. Continued.















heavenly, heavenly home, To my heavenly home, my heavenly home, my heavenly home, To my heavenly home.

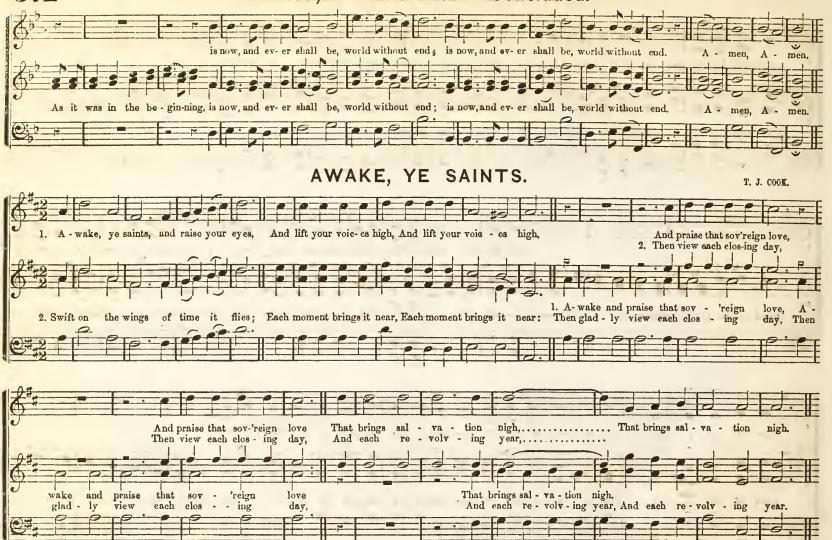


<sup>\*</sup> First time Base and Tenor, 2d time Alto and Soprano.

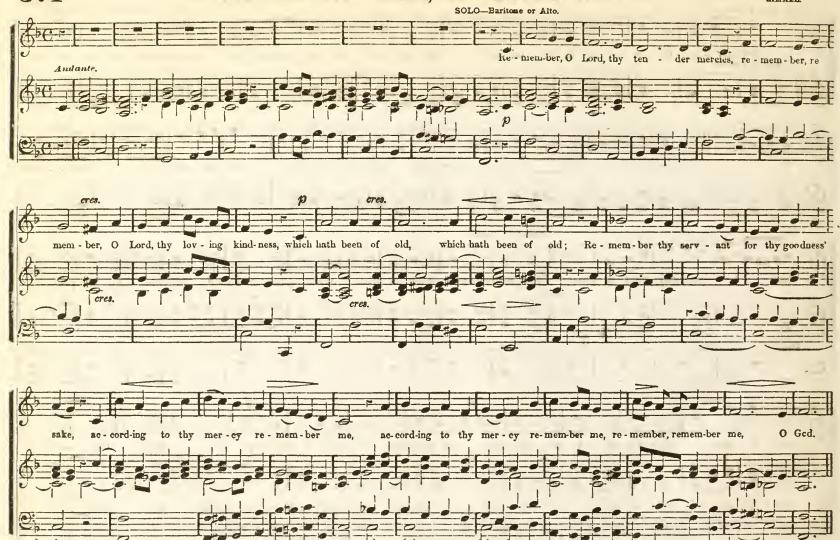




















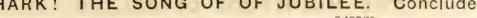






## HARK! THE SONG OF JUBILEE. Continued.

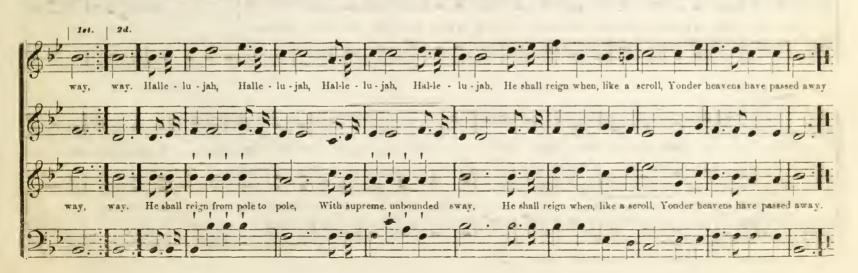






He shall reign from pole to pole

With supreme, unbounded sway.



as from voi - ces blest, sweet, sweet,

Sweet, sweet,





## THE MULTITUDE OF ANGELS. Concluded.



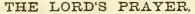




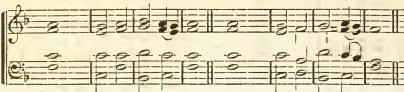








Gregorian.



1 Our Father, who art in heaven, | hallowed | be thy | name: | thy kingdom come, thy will be done on | earth, as it | is in | heaven;

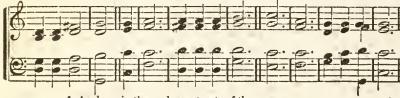
2 Give us this | day our | daily | bread: | and forgive us our trespasses, as we forgive | them that | tres-pass a- | gainst us.

3 And lead us not into temptation, but de- | liver | us from | evil; for thine is the kingdom, and the power, and the glory, for- | ever. | A- — | men.

#### SILENT PRAYER.

WASHINGTON GLADDEN.





1 As down in the sunless retreats of the ocean,
Sweet flowers are springing, no | mortal ean | see,
So, deep in my heart, the still prayer of devotion,
Unheard by the | world, rises | silent to | thee.
My God, silent to thee,
Pure, warm, sileut to thee.

2 As still to the star of its worship, though clouded,
The needle points faithfully | o'er the dark | sea,
So, dark though I roam through this wintry world shrouded,
The hope of my | spirit turns | trembling to | thee.
My God, trembling to thee,
True, fond, trembling to thee

#### COME UNTO ME.

WM. B. BRADBURY.



1 With tearful eyes I look around,
Life seems a dark and | stormy | sca:
Yet, 'midst the gloom I hear a sound,
A henvenly | whisper, | Come to | me.

2 It tells me of a place of rest—
It tells me where my | soul may | fee;
Oh! to the weary, faint, opprest,
How sweet the bidding, | Come to | me, 5

3 When nature shudders, loth to part From all I love, en- | joy, and | see, When a faint chill steals o'er my heart.

A sweet voice | utters, | Come to | me.

4 Come, for all else must fail and die.

Earth is no resting | place for | thee;

Heavenward direct thy weeping eye,

I am thy | portion, | Come to | me.

5 O voice of mercy! voice of love!
In conflict, grief, an! | ago- | ny,
Support me, cheer me from above!
And gently | whisper, | Come to | me.

### ABIDE WITH ME.

WASHINGTON GLADDEN.



1 ABIDE with me! Fast falls the eventide,
The darkness deepens, | Lord, with | me a- | bide.
Where other helpers fail, and comforts flee, |
Help of the | helpless, oh, a | bide with | me!

2 Swift to its close ebbs out life's little day; Earth's joys grow dim, its | glories | pass a- | way. Change and decay in all around I see, | O Thou, who | changeth not, a- | bide with | me.

3 I need thy presence every passing hour,
What but thy grace can | foil the | tempter's | power ?
Who, like thyself, my guide and stay can be? |
Through cloud and | sunshine, oh, a- | bide with | me.

#### PSALM 90.

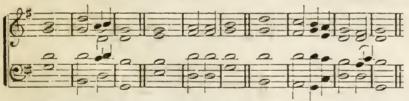
Dr. L. MASON.



- 1 Loap, thou hast been our dwelling-place in | all gene- | rations. | Before the mountains were brought forth, or ever thou hadst formed the carth and the world, even from everlasting to ever- | lasting | thou art | God.
- 7 Thou turnest man to destruction; and savest, Return, ve | children of | men. | For a thousan I years in thy sight are but as vesterday when it is past, and I as a | watch in the | night.
- 3 Thou earliest them away as with a flood, they are as a sleep; in the morning they are like grass which | groweth | up. | In the morning it flourisheth, and groweth up; in the evening it is cut | down, cut | down, and | withereth.
- 4 Who knoweth the power of thine anger! Even according to thy fear: | so is thy | wrath, | So teach us to number our days, that we may ap- | ply our | Learts " unto | wisdom.

JESUS, STILL LEAD ON.

WASHINGTON GLADDEN.



1 Jesus s'ill lead on Till our | rest be | won, And although the way be cheerless. We will follow, | calm and | fearless; Guide us by thy | hand To our | Father- | laul.

2 If the way be drear, If the | fie be | near. Let not faithless fears o'ertake us, Let not faith and | hope for- | sake us; For through many a | foe, To our | home we | go.

3 When we seek relief From a | long-felt | grief: When oppressed by new temptations, Lord, increase and | perfect | patience: Show us that bright | shore, Where we | weep no | more.

4 Jesus, still lead on Tiil our I rest be | won. Heavenly Leader, still direct us. Still support, con- | sole, pro- | teet us Till we safely | stand. In our | Father- | land



1 Wur thou not visit me! The plant beside me feels thy | gentle | dew More than the flow'r the dew or | grass the | Ench blade of grass l see.

From thy deep earth its quickening | mois And let me in thy sight rejuice to | live ature | drew.

Wilt thou not visit me !

2 Wilt thou not visit me: Thy morning calls on me with | cheering | Nor plant, nor tree, thine eye de | lights

And every hill and tree Lend but one voice, the voice of | thee a- | Man's spirit comes with thine in | peace to

Wilt thou not visit me !

CHRISTMAS CHANT.

WASHINGTON GLADDEN.

Come like thy holy dove.

Wilt thou not visit me?

4 Yes! thou wilt visit me;

As when from sin set free.

Yes, thou wilt visit me.

I gain.

so | Well.

dwell.

1 HARK! what celestial sounds. What music | fills the | air | Soft warbling to the morn, It strikes the | ravished ear: | Now all is still; Now wild it floats In tuneful | notes. Loud, | sweet, and | shrill.

2 Th' angelie hosts descend, With harmo- | nv di- | vine: See how from heaven they bend, And in full | chorus | join : "Fear not," they say: "Great joy we bring: Jesus, your | King,

Is | born to- | day."

3 He comes, your souls to save From death's e- | ternal | gloom; To realm of bliss and light He lifts you | from the | tomb: Your voices mise : With sons of light Your songs u- | nite

Of | endless | praise.

4 Glory to God on high ! Ye mortals, | spread the | sound, And let your raptures fly To earth's re- | motest | bound; For peace on earth, From God in beaven, To man is | given, At | Jesus' | birth.



" Kapadeo

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